

CONTENT

| | | |
|---------|--|-----|
| UNIT-1 | AGREEMENT MISTAKES..... | 1 |
| UNIT-2 | COMBINATION MISTAKES..... | 17 |
| UNIT-3 | MISCELLANEOUS MISTAKES..... | 36 |
| UNIT-4 | NOUN..... | 53 |
| UNIT-5 | ARTICLE..... | 71 |
| UNIT-6 | ADJECTIVE..... | 91 |
| UNIT-7 | PRONOUN..... | 115 |
| UNIT-8 | VERB AND TENSES..... | 128 |
| UNIT-9 | ADVERB..... | 147 |
| UNIT-10 | PREPOSITION..... | 160 |
| UNIT-11 | PUNCTUATION..... | 210 |
| UNIT-12 | PARTS OF SENTENCE..... | 229 |
| UNIT-13 | SENTENCE AND ITS KINDS..... | 233 |
| UNIT-14 | PHRASES..... | 235 |
| UNIT-15 | CLAUSES..... | 242 |
| UNIT-16 | IDENTIFICATION OF PARTS OF SPEECH..... | 247 |
| UNIT-17 | ACTIVE AND PASSIVE VOICE..... | 259 |
| UNIT-18 | DIRECT AND INDIRECT NARRATION..... | 273 |
| UNIT-19 | READING COMPREHENSION..... | 287 |

1 UNIT

AGREEMENT MISTAKES

In the English language, there are certain agreements of words; and if these agreements are not followed, they lead to committing mistakes. If a word agrees with a noun or pronoun, it has a form that is appropriate to the number or gender of the noun or pronoun. There are a few things about agreement to check out:

- Does the subject agree with its verb?
- Does the subject agree with its number?
- Does the subject agree with its gender?

What is an agreement?

RULE 1.

Agreement between subject and Verb/H.V

A **singular subject** (Ali, she, ball, etc.) takes a **singular verb** (is, goes, shines), whereas a **plural subject** (they, students, etc.) takes a **plural verb** (are, go, shine).

Examples:

- Damage to the buildings **were** assessed at forty thousand pounds.
Damage to the buildings **was** assessed at forty thousand pounds.
- Folk **are** worried about good jobs.
Folk **is** worried about good jobs.

Did you know?

1. What is subject?
2. How to recognize it?
3. What can be used as subject?
4. What is Position of Subject?
5. What are Types of subject? (S&P)

Did you know?

1. What is singular Verb?
2. What is Plural Verb?
3. What is singular helping verb?
4. What is Plural Helping Verb?

Did you know?

1. **Why do we call the helping verb "Helping Verb"?**

TEXTUAL SUPPORT:

- The sprinkling of water **creates** music.
The sprinkling of water **create** music.

AGREEMENT MISTAKES

UNIT -1

PAST PAPER QUESTIONS:

1. Your argument is simple abstruse as there is no clarity of thought and coherence in ideas
A) B) C)
and it also lack vision. (2011)
D)
2. This antibiotic destroys red corpuscles in the blood and cause pernicious anemia. (2012)
A) B) C) D)
3. When he was a child, every time he were naughty, his foster-mother used to threaten to
A) B) C)
send him to Timbuktu. (2016)
D)
4. A) An amorphous mass of cells are difficult to understand.
B) An amorphous mass of cells were difficult to understand.
C) An amorphous mass of cells had difficult to understand.
D) An amorphous mass of cells is difficult to understand. (2011)
5. A) An amorphous mass of cells are difficult to understand.
B) An amorphous mass of cells were difficult to understand.
C) An amorphous mass of cells had difficult to understand.
D) An amorphous mass of cells is difficult to understand. (2011)

RULE 2.

Agreement between subject word - 1 and V/H.V

Use verb or helping verb according to **Subject Word-1** if two subject words are joined by any one of the following:

| | | |
|---------------|------------|----------------|
| with | of | comprising |
| along with | not | containing |
| together with | but | keeping |
| as well as | including | possessing |
| besides | excluding | having |
| except | consisting | in addition to |

Example:

- The national sales report, along with the regional breakdowns you specifically requested, was sent to you last week.

TEXTUAL SUPPORT:

1. The Gulistan as one of the bibles of the world **is** very famous.
The Gulistan as one of the bibles of the world **are** very famous.
2. All except the Persian slave **was** calm.
All except the Persian slave **were** calm.
3. A reference to the Captain, as well as several Latin quotations, **was** included in Chips's farewell speech.
A reference to the Captain, as well as several Latin quotations, **were** included in Chips's farewell speech.

UNIT -1

4. China, together
Western impact
China, together
Western impact
5. All my old clo
All my old clo
6. A black leath
lost.
A black leath
lost.
7. Everything,
Everything,
8. Wheat, as
the owners
Wheat, as
the owner

RULE 3.

Agreement

Use Verb o
by anyone

"Neither -

Example

Neither

TEXT

1. Eit
Eit
2. Ei
E
3. N
N
4. I
I
- 5.
- 6.

UNIT -1

AGREEMENT MISTAKES

4. China, together with many other Asiatic civilizations, **has** suffered a sharp and pervasive Western impact.
China, together with many other Asiatic civilizations, **have** suffered a sharp and pervasive Western impact.
5. All my old clothes, including a coat, **was** sent to the rummage sale.
All my old clothes, including a coat, **were** sent to the rummage sale.
6. A black leather pocketbook containing five hundred shillings and some business papers **were** lost.
A black leather pocketbook containing five hundred shillings and some business papers **was** lost.
7. Everything, together with other matters that I may have forgotten, **have** been noted.
Everything, together with other matters that I may have forgotten, **has** been noted.
8. Wheat, as well as other fruits, **was** raised by a peasantry who worked the soil on shares with the owners.
Wheat, as well as other fruits, **were** raised by a peasantry who worked the soil on shares with the owners.

RULE 3.

Agreement between subject word-2 and V/H.V

Use Verb or helping verb according to the **Subject Word-2** if two subject words are joined by anyone of the following:

“Neither --- nor; Either --- or; Not only --- but also”

Example:

Neither the buyer nor the sales manager is in favour of the system.

TEXTUAL SUPPORT:

1. Either certain chemicals or heat **was** used to destroy germs.
Either certain chemicals or heat **were** used to destroy germs.
2. Either the obtuse quack or the camel-men **were** stupid.
Either the obtuse quack or the camel-men **was** stupid.
3. Neither the soldiers nor the king **is** going to ruin the village for the salt.
Neither the soldiers nor the king **are** going to ruin the village for the salt.
4. Not only our life style but people themselves **has** also been changed.
Not only our life style but people themselves **have** also been changed.
5. Neither Brookfield's defenders nor Chips **has** estimated Brookfield's toughness.
Neither Brookfield's defenders nor Chips **have** estimated Brookfield's toughness.
6. Neither Clay nor other people **was** willing to accept that the oyster had a pearl in it.
Neither Clay nor other people **were** willing to accept that the oyster had a pearl in it.

RULE 4.

Two subject words joined by “and” and V/H.V

When two singular nouns joined by “and” suggest one idea to the mind, or refer to the same person or thing, the verb is singular.

UNIT -1

AGREEMENT MISTAKES

Example:

Corned beef and cabbage **were** his favourite dish.
Corned beef and cabbage **was** his favourite dish.

Two singular nouns joined by "and" require a plural verb when they represent two different persons or things.

Examples:

- Fire and water **do** not agree.
Fire and water **does** not agree.
- A car and a bike **are** my means of transportation.
A car and a bike **is** my means of transportation.

Exception:

There are fixed sayings which must be used as they are.

STANDARD EXPRESSIONS.

- Time and tide wait for no man. (Correct)
- Two and two make four. (Correct)
- Slow and steady wins the race. (Correct)

TEXTUAL SUPPORT:

1. Shamim Ahmad's bread and butter **was** selling cut-pieces.
Shamim Ahmad's bread and butter **were** selling cut-pieces.
2. Our German master and friend, Herr Staefel, **was** killed last week, on the Western Front.
Our German master and friend, Herr Staefel, **were** killed last week, on the Western Front.
3. Wool and silk **were** woven not only in Malaga but also in Cordova.
Wool and silk **was** woven not only in Malaga but also in Cordova.
4. A poise and calm **is** needed to be cultivated by such boys.
A poise and calm **are** needed to be cultivated by such boys.
5. Only Mr. Steward's name and telephone number **were** printed on the card.
Only Mr. Steward's name and telephone number **was** printed on the card.
6. Astrology and fortune-telling **is** still practised.
Astrology and fortune-telling **are** still practised.
7. Once a Persian king and a slave **was** sailing in the same boat.
Once a Persian king and a slave **were** sailing in the same boat.

RULE 5.

Verb or Helping Verb after "who-which or that"

- i) The verb or helping verb after **who/which/that** is used according to the word written immediately before these words.

Examples:

- It is the story of a military coup which **brings** a brutal despot to power.
It is the story of a military coup which **bring** a brutal despot to power.
- He is one of the students who **is** registered with us.
He is one of the students who **are** registered with us.

UNIT -1

Exception:

"The only" used as s
▪ Harry was the only

TEXTUAL SUPPORT

1. They are perturb
They are perturb
2. The attack of loo
The attack of loo
3. Another type o
Another type o
4. I could not hel
I could not he
5. We are creatin
We are creati
6. The commun
The commun
7. Once he rais
Once he rais
8. The boy mu
The boy mu

PAST PAPER

- A) The govern
- B) The govern
- C) The govern
- D) The govern

RULE 6.

Subject wor

List-1:

List-2:

List-3:

List-4:

List-5:

List-6:

Examples:

- The ne
- The ne
- Gym
- Gym

UNIT -1

AGREEMENT MISTAKES

Exception:

"The only" used as subject is always singular, and it takes a singular verb or helping verb.

- Harry was the only one of the Earthmen who was trying to build a rocket.

TEXTUAL SUPPORT:

1. They are perturbed to see the Second Man who **has** entered the bus station.
They are perturbed to see the Second Man who **have** entered the bus station.
2. The attack of locusts is a natural calamity that **make** the human beings helpless in saving the crops.
The attack of locusts is a natural calamity that **makes** the human beings helpless in saving the crops.
3. Another type of boy who do not try **are** the very bright boy.
Another type of boy who do not try **is** the very bright boy.
4. I could not help the slight unease which **come** to all who is eyed suspiciously by the police.
I could not help the slight unease which **comes** to all who is eyed suspiciously by the police.
5. We are creating a situation which **encourages** the poor to make war on the rich.
We are creating a situation which **encourage** the poor to make war on the rich.
6. The commune deals with those peasants having wages that **are** too low.
The commune deals with those peasants having wages that **is** too low.
7. Once he raised a hand to touch the lowest of the swings that **were** hung from the ceiling.
Once he raised a hand to touch the lowest of the swings that **was** hung from the ceiling.
8. The boy must make himself cultivate a poise and calm that **smothers** the fidgets.
The boy must make himself cultivate a poise and calm that **smother** the fidgets.

PAST PAPER QUESTION:

- A) The government introduced tax laws which gave incentives to factory workers to reduce pollution.
 - B) The government introduced tax laws who gave incentives to factory workers to reduce pollution.
 - C) The government introduced tax laws which have incentives to factory workers to reduce pollution.
 - D) The government introduced tax laws which has incentives to factory workers to reduce pollution.
- (2011)

RULE 6.

Subject word with confusing 'S' and V or H. V

List-1: Miscellaneous Words
News, Series, Innings, Wages, etc.

List-2: Names of Diseases
Measles, AIDS, Rabies, etc.

List-3: Names of Books
The Gulliver's Travels, The Arabian Knights, etc.

List-4: Names of Countries
The United States, The Maldives, etc.

List-5: Names of Games
Billiards, Gymnastics, etc.

List-6: Names of Subjects
Statistics, Mathematics, Politics, etc.

Examples:

- The news **have** spread like fire in the neighborhood.
The news **has** spread like fire in the neighborhood.
- Gymnastics **look** difficult, and it is.
Gymnastics **looks** difficult, and it is.

UNIT -1

AGREEMENT MISTAKES

"Wage" is a singular subject and takes a singular verb or helping verb, whereas "wages" is a plural subject and takes a plural verb or helping Verb.

"wage" [singular] (also wages [plural]) a regular amount of money that an unskilled or semi-skilled employee earns.

Examples:

- His real wage **has** increased two times.
- His real wage **have** increased two times.
- Women's wages **is** lower than men's.
- Women's wages **are** lower than men's.

Exception:

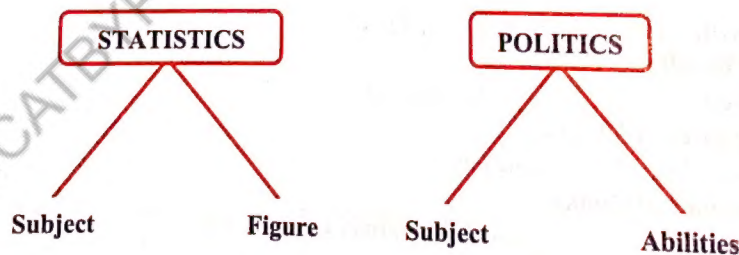
"Wages", when used figuratively in the sense of reward or punishment, takes a singular verb or helping verb.

- The wages of sin is death, but the gift of God is eternal life.

Some academic disciplines such as:

- Statistics
- Politics
- Mathematics

take a singular verb. However, as a general use, they take a plural verb. Sometimes, a determiner can be of great help to make a choice between a singular or a plural verb or a helping verb.



Example:

- Her politics **is** broadening.
- Her politics **are** broadening.

TEXTUAL SUPPORT:

1. German measles **has** turned the Big Hall into a hospital ward.
German measles **have** turned the Big Hall into a hospital ward.
2. Rabies **are** produced by the bite of a mad dog.
Rabies **is** produced by the bite of a mad dog.

UNIT -1

3. Los Angeles **has**...
4. No news **have** y...
- No news **has** ye

RULE 7.

Fraction / Portion
When an "of phra
some other expre
written after the p

Examples:

- 21% of the p
- Majority of f

TEXTUAL SUP

1. In India dur
In India dur
2. One-third o
One-third o
3. Two-third
Two-third
4. Half of th
Half of th
5. Three-fou
Three-fou
6. Some of
Some of
7. The vas
past 200
The vas
the pas

RULE 8.

Quantity

(i) Use a

- Three
- Three
- Ten d
- Ten d

Excepti

- Ten
- Ten

RULE

Adject

Nomin

noun.

▪ Th

Th

Th

Th

Th

Th

UNIT -1

AGREEMENT MISTAKES

3. Los Angeles **has** solved the problem by bringing water to the city from the Colorado River.
Los Angeles **have** solved the problem by bringing water to the city from the Colorado River.
4. No news **have** yet come through as to his fate.
No news **has** yet come through as to his fate.

RULE 7.

Fraction / Portion / Percentage and V or H. V

When an "of phrase" follows a percentage (50% of), fraction (two-thirds of), portion (half of) or some other expressions such as a lot of, majority of, rest of, the verb agrees with the noun written after the preposition "of".

Examples:

- 21% of the population is poor.
- Majority of the students are absent.

TEXTUAL SUPPORT:

1. In India during 1913, 93% of the British garrisons **was** inoculated.
In India during 1913, 93% of the British garrisons **were** inoculated.
2. One-third of the death rate **was** reduced by greatly reducing mortality from malaria.
One-third of the death rate **were** reduced by greatly reducing mortality from malaria.
3. Two-thirds of the School **has** gone down with German measles.
Two-thirds of the School **have** gone down with German measles.
4. Half of this gigantic area **are** mainly under French control.
Half of this gigantic area **is** mainly under French control.
5. Three-fourths of an acre in the heart of this wilderness right on the mountain top **was** uncultivated.
Three-fourths of an acre in the heart of this wilderness right on the mountain top **were** uncultivated.
6. Some of the nervous tissue of an animal **was** used to cure rabies.
Some of the nervous tissue of an animal **were** used to cure rabies.
7. The vast majority of the country **carry** on with its traditional ways as it has been doing for the past 2000 years.
The vast majority of the country **carries** on with its traditional ways as it has been doing for the past 2000 years.

RULE 8.

Quantity / Amount and Verb or Helping Verb

(i) Use a singular verb with **distances, periods of time, sums of money, etc.** when considered as a unit.

- Three miles **are** too far to walk.
Three miles **is** too far to walk.
- Ten dollars **is** a high price to pay.
Ten dollars **are** a high price to pay.

Exception:

- Ten dollars **were** scattered on the floor.
Ten dollars **was** scattered on the floor.

RULE 9.

Adjective with Article "The" and V or H. V

Nominal (**the poor, the rich, the brave, etc.**) is a word or a group of words which functions as a noun. Such nouns, when used as subject, are always followed by a plural verb and helping verb.

- The poor are getting poorer.

UNIT -1

AGREEMENT MISTAKES

TEXTUAL SUPPORT:

1. Through love, the dead **ris**es to life.
Through love, the dead **rise** to life.
2. The rich at the upper level **get** a golden chance first.
The rich at the upper level **gets** a golden chance first.
3. The French **have** failed hopelessly with enormous loss of life and money owing to the ravages of malaria and yellow fever.
The French **has** failed hopelessly with enormous loss of life and money owing to the ravages of malaria and yellow fever.

RULE 10.

Agreement between Noun and Pronoun

Use third person pronouns

"They, He, She, It"

for all kinds of nouns i.e. singular, plural, masculine or feminine.

Noun

1. Ali teaches. (Noun- Masculine)
2. Alia teaches. (Noun- Feminine)
3. The baby cries. (Noun- Singular)
4. The boys laugh. (Noun- Plural)

Pronoun

1. He teaches. (3rd Person Pronoun- Masculine)
2. She teaches. (3rd Person Pronoun- Feminine)
3. It cries. (3rd Person Pronoun- Singular)
4. They laugh. (3rd Person Pronoun- Plural)

Example:

- The mothers should realize that **you** are responsible citizens.
The mothers should realize that **they** are responsible citizens.

TEXTUAL SUPPORT:

1. The boy must take **himself** by the collar.
The boy must take **yourself** by the collar.
2. The author dreams that **one** is dead and is going up and up.
The author dreams that **he** is dead and is going up and up.
3. Man's life is so full of worries and cares that **they** cannot even stand and look up at things.
Man's life is so full of worries and cares that **he** cannot even stand and look up at things.
4. The whole building shook as if it **was** being lifted off our foundations.
The whole building shook as if it **were** being lifted off our foundations.
5. The disease was caused by living organisms so small that **it** could not be seen with the naked eye.
The disease was caused by living organisms so small that **they** could not be seen with the naked eye.
6. The woman did not ask the boy anything about where **they** lived.
The woman did not ask the boy anything about where **he** lived.

UNIT -1

RULE 11.

Agreement between Noun

To show the possession of person possessive adjective

Adjective

1st { m
o

2nd { y

3rd {

Example:

- A boy should mi
A boy should mi

- (A) Everyone shoul
- (B) Everyone shou
- (C) Everyone shou
- (D) Everyone shou

TEXTUAL SUPP

1. His recollecti
His recollecti
2. Chips had ch
Chips had ch
3. Chips murn
Chips murn
4. He liked to
him.
He liked to
him.

RULE 12.

Agreement

Nouns:

- (1) Humans
- (2) Animals
- (3) Non-liv

KETS - PR

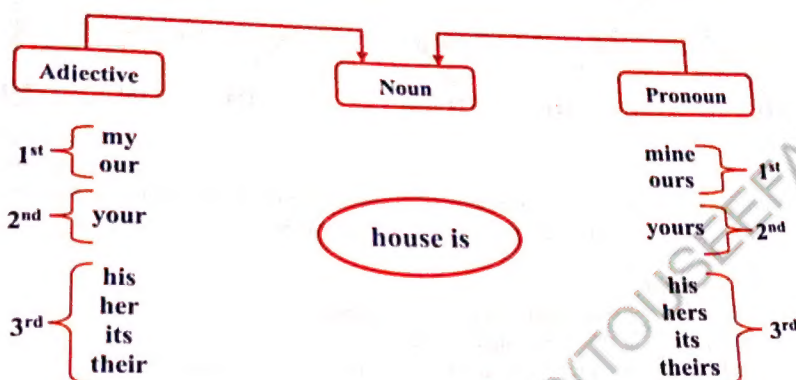
UNIT -1

RULE 11.

AGREEMENT MISTAKES

Agreement between Noun and Possessive Adjective

To show the possession of all the singular and plural, male or female nouns, we use the third person possessive adjectives "**their, his, her, its**".



Example:

- A boy should mind **your** own business.
- A boy should mind **his** own business.

- (A) Everyone should mind his own business.
- (B) Everyone should mind her own business.
- (C) Everyone should mind his/her own business.
- (D) Everyone should mind their own business.

TEXTUAL SUPPORT:

- His recollections lost much of **its** flavor when they were written down.
His recollections lost much of **their** flavor when they were written down.
- Chips had chanced to strike the Riviera during one of **its** carefully unadvertised cold spells.
Chips had chanced to strike the Riviera during one of **his** carefully unadvertised cold spells.
- Chips murmured, after a pause, and in a voice that surprised him by **his** weakness.
Chips murmured, after a pause, and in a voice that surprised him by **its** weakness.
- He liked to smile and exchange a few words with the boys when they touched **his** caps to him.
He liked to smile and exchange a few words with the boys when they touched **their** caps to him.

RULE 12.

Agreement between Noun and Relative Pronoun

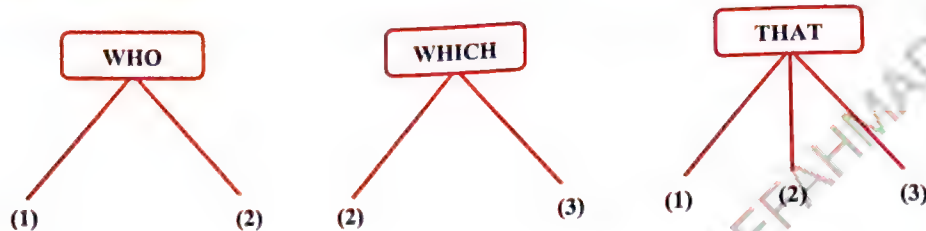
Nouns:

- (1) Humans
- (2) Animals
- (3) Non-livings

UNIT -1

AGREEMENT MISTAKES

RELATIVE PRONOUNS:



Example:

- Is Johnsons & Johnsons the company **who** was taken over last year?
- Is Johnsons & Johnsons the company **which** was taken over last year?

TEXTUAL SUPPORT:

- It was a tramp **which** had other things to think about.
It was a tramp **who** had other things to think about.
- Feelings **which** involve fears such as this are called superstitions.
Feelings **who** involve fears such as this are called superstitions.
- Today most city governments have departments of sanitation **which** keep the cities clean.
Today most city governments have departments of sanitation **who** keep the cities clean.
- A few stars form groups **who** journey in company, but most of them travel alone.
A few stars form groups **which** journey in company, but most of them travel alone.

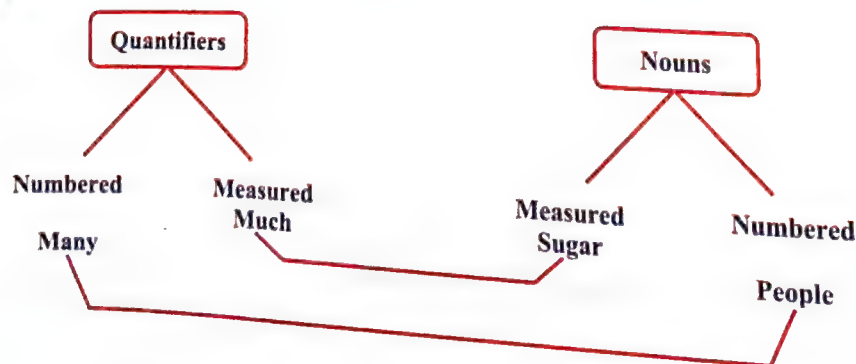
PAST PAPER QUESTION:

Lucy is the diva which performance as an opera singer is peerless.
A) B) C) D)

RULE 13

Agreement between Noun and its quantifier

Some nouns (**people**) are numbered, whereas some nouns are measured (**sugar**). According to the rule, there should be an agreement between a noun and its quantifier.



UNIT -1

Example:

- A large **amount** of p
- A large **number** of p
- One should not eat
- One should not eat

However, some quantifiers are used with a noun.

TEXTUAL SUPPORT:

- A little moments
A few moments
- Much stars are k
Many stars are k
- I have cheated c
I have cheated c
- We read in the
We read in the
- Isn't it too hot
Isn't it too hot
- The king sum
huge amount
The king sum
huge amount
- How many ti
How much ti
- Many boys a
Much boys

PAST PAPER C

- There was
- There was
- There was
- There was

RULE 14.

Subject (Phr

Example:

A single phr
Opening my

RULE 15.

Inversion c
In sentence

UNIT -1

AGREEMENT MISTAKES

Example:

- A large **amount** of people were there.
- A large **number** of people were there.
- One should not eat **many** sugar.
- One should not eat **much** sugar.

However, some quantifiers, such as **a lot of**, **all**, **some**, can be used to show number or quantity of a noun.

TEXTUAL SUPPORT:

1. A **little** moments later, she went back into the kitchen to make the salad.
A **few** moments later, she went back into the kitchen to make the salad.
2. **Much** stars are known which are hardly bigger than the earth.
Many stars are known which are hardly bigger than the earth.
3. I have cheated death **many** times.
I have cheated death **much** times.
4. We read in the Bible of **many** cases of famine.
We read in the Bible of **much** cases of famine.
5. Isn't it too hot for you to do **many** walking?
Isn't it too hot for you to do **much** walking?
6. The king summoned the father and mother of the boy, **whose** consent he got by giving them a huge amount of wealth.
The king summoned the father and mother of the boy, **which** consent he got by giving them a huge amount of wealth.
7. How **many** time do you spend on homework at home?
How **much** time do you spend on homework at home?
8. **Many** boys are obliged to drop out for the lack of a little money.
Much boys are obliged to drop out for the lack of a little money.

PAST PAPER QUESTION:

- A) There was much cheering and singing, and a bread fighting across the Dining Hall.
- B) There was much cheering and singing, and a bread fight across the Dining Hall.
- C) There was more cheer and singing, and a bread fighting across the Dining Hall.
- D) There was much cheer and singing, and a bread fighting across the Dining Hall.

(2014)

RULE 14.

Subject (Phrase or Clause) and V or H.V

Example:

A single phrase or a single clause used as a subject takes singular verb or helping verb.
Opening my presents was exciting.

RULE 15.

Inversion of Helping Verb and Subject

In sentences beginning with **here** or **there**, the true subject follows the verb.

UNIT -1

AGREEMENT MISTAKES

Example:

- There **is** four hurdles to jump.
There **are** four hurdles to jump.
- There **has** been a number of cases of diphtheria in the area.
There **have** been a number of cases of diphtheria in the area.

TEXTUAL SUPPORT:

- Here **lie** a man who told nothing but truth.
Here **lies** a man who told nothing but truth.
- There **comes** the locusts.
There **come** the locusts.
- There **were** no other like it in any of the shops.
There **was** no other like it in any of the shops.
- There **were** much cheering and singing, and a bread fight across the Dining Hall.
There **was** much cheering and singing, and a bread fight across the Dining Hall.

RULE 16.

Agreement between H.V and form of verb

- (i) We use the present form (1st form) of verb with *customs, permanent habits, schedules, announcement* and the following words:
do, does, did, shall, will, all the Modal Verbs, often, always, usually, daily, etc.

Example:

- We had better define the basic principles first.

- (ii) We use the past form (2nd form) of verb with the following words:
ago, last, yesterday, when, before, just, in + past time, etc.

Example:

- Her husband died many years ago.

- (iii) We use the past participle (3rd form of verb) with the following words:
has, have, had, almost, already, just, all Passive Voice, etc.

Example:

- We have already eaten our lunch.

- (iv) We use the present participle (-ing form of verb) with the following words:
is, am, are, was, were, shall be, will be, now, at present, all the prepositions, look forward to, with a view to, get used to, averse to etc.

Example:

- It is raining at present.

TEXTUAL SUPPORT:

- I had better **sharpened** my pencil.
I had better **sharpen** my pencil.
- As doctors often **does**, I took a trial shot at it as a point of departure.
As doctors often **do**, I took a trial shot at it as a point of departure.
- You must **excuse** us, doctor, we have her in the kitchen.
You must **excused** us, doctor, we have her in the kitchen.

UNIT -1

- People who have lived
People who **has** lived
- In those days about
In those days about
- This "new woman"
This "new woman"
- Life is brief, and
Life is brief, and
- Last week I **sent**
Last week I **had**
- I think I have to
I think I have to
School.
- They both look
They both look
- She **hid** that secret
She had been
- She was **cons**
She was **cons**
- Your Latin a
ten years ago
Your Latin a
ten years ago
- Chips had **r**
Chips had **r**
- Instead of **t**
Instead of **t**
- In 1919, the
In 1919, the

PAST PAPER

- When a l

expenses

- A) Foreign
B) Foreign
C) Foreign
D) Foreign
- A) He wil
B) He wil
C) He wi
D) He wi

UNIT -1

AGREEMENT MISTAKES

4. People who **have** lived a century ago probably enjoyed eating as much as we do today.
People who **has** lived a century ago probably enjoyed eating as much as we do today.
5. In those days about seven out of eight babies **had died** before reaching their first birthday.
In those days about seven out of eight babies **died** before reaching their first birthday.
6. This "new woman" business, would **repelled** him.
This "new woman" business, would **repell** him.
7. Life is brief, and you might **passed** away before I had finished.
Life is brief, and you might **pass** away before I had finished.
8. Last week I **sent** a dozen photographs of myself, signed, to a charity bazaar.
Last week I **had sent** a dozen photographs of myself, signed, to a charity bazaar.
9. I think I have told you years ago that I wanted the new style **used** throughout the School.
I think I have told you years ago that I wanted the new style **to be used** throughout the School.
10. They both looked at **each other**, startle by all they just finish saying.
They both looked at **one another**, startle by all they just finish saying.
11. She **hid** that sore throat for three days.
She had been **hiding** that sore throat for three days.
12. She was conscious of **shaken** her head but couldn't stop.
She was conscious of **shaking** her head but couldn't stop.
13. Your Latin and Greek lessons are exactly the same **as** they were when I was beginning here ten years ago.
Your Latin and Greek lessons are exactly the same **that** they were when I was beginning here ten years ago.
14. Chips had received his farewell presentations and **made** a speech in July, 1913.
Chips had received his farewell presentations and **had made** a speech in July, 1913.
15. Instead of **taken** off full blast as he had hoped, the boy fell on his back on the sidewalk.
Instead of **taking** off full blast as he had hoped, the boy fell on his back on the sidewalk.
16. In 1919, there **had been** only one railway in Turkey.
In 1919, there **was** only one railway in Turkey.

PAST PAPER QUESTIONS:

1. When a low-wage category worker finds he has to maintain a large family, his expenses may exceeds his income.
A) B) C) D)
2.
A) Foreign trade have assumed greater importance in recent years.
B) Foreign trade is assumed greater importance in recent years.
C) Foreign trade shall assumed greater importance in recent years.
D) Foreign trade has assumed greater importance in recent years.
3.
A) He will has to deal with the problem by showing adroitness.
B) He will have to deal with the problem by showing adroitness.
C) He will had to deal with the problem by showing adroitness.
D) He will having to deal with the problem by showing adroitness.

AGREEMENT MISTAKES

UNIT -1

4.

- A) He does possesses altruistic behavior.
- B) He does possess altruistic behavior.
- C) He does possessing altruistic behavior.
- D) He does possessed altruistic behavior.

5.

- A) Are you noticed the peach blossoms?
- B) Have you noticed the peach blossoms?
- C) Will you noticed the peach blossoms?
- D) Were you noticed the peach blossoms?

6.

- A) Does anybody knows why the latitudes close to the equator are called the horse latitudes?
- B) Do any body knows why the latitudes close to the equator are called the horse latitudes?
- C) Does anybody knows why the latitudes close to the equator are called the horse latitudes?
- D) Does anybody know why the latitudes close to the equator are called the horse latitudes?

7.

- A) I should had business acumen.
- B) I should have business acumen.
- C) I should has business acumen.
- D) I should may have been business acumen.

8.

- A) It was cold and foggy, and he dared not to going out.
- B) It was cold and foggy, and he dared not for going out.
- C) It was cold and foggy, and he dared not go out.
- D) It was cold and foggy, and he dared not to gone out.

9.

- A) Tourism is burgeoned over the last fifteen years.
- B) Tourism will burgeoned over the last fifteen years.
- C) Tourism have burgeoned over the last fifteen years.
- D) Tourism has burgeoned over the last fifteen years.

10.

- A) I am looking forward to secure excellent marks in MDCAT.
- B) I am looking forward to securing excellent marks in MDCAT.
- C) I am looking forward securing excellent marks in MDCAT.
- D) I am looking forward secure excellent marks in MDCAT.

11.

- A) Something had happened, something whose ultimate significance had yet to bereckon.
- B) Something had happened, something whose ultimate significance had yet was reckon.
- C) Something had happened, something whose ultimate significance had yet to bereckoned.
- D) Something had happened, something whose ultimate significance had yet reckoned.

12.

- A) His faculties were all unimpairment, and he had no personal worries of any kind.
- B) His faculties were all unimparing, and he had no personal worries of any kind.
- C) His faculties were all unimpaired, and he had no personal worry of any kind.
- D) His faculties were all unimpaired, and he had no personal worries of any kind.

UNIT -1

Appendices

Point-1

i) Either, neither, each

- Every one of the
- Every one of the
- Many a man h
- Many a man h

TEXTUAL SUP

1. Everyone we
- Everyone w

Point-2

A collective r
beused with e

- The team
- The team

Point-3

Two nouns

- Every
- Every

Point-4

When w

- Non

When v
people
formal

None

Infor

KETS

UNIT -1

Appendices

AGREEMENT MISTAKES

Point-1

1) Either, neither, each, everyone, many a one must be followed by a singular verb.

- Every one of the boys **love** to ride. (Incorrect)
Every one of the boys **loves** to ride. (Correct)
- Many a man **have** succumbed to this temptation. (Incorrect)
Many a man **has** succumbed to this temptation. (Correct)

TEXTUAL SUPPORT:

1. Everyone **were** certain that the East End lads would be hooligans.
Everyone **was** certain that the East End lads would be hooligans.

Point-2

A collective noun such as jury, committee, audience, team, crowd, family, population may be used with either a singular verb or a plural verb.

- The team **is** playing better this season. (Correct) (As a group)
The team **are** playing better this season. (Correct) (As individuals)

Point-3

Two nouns qualified by each or every, even though connected by **and**, require a singular verb.

- Every boy and every girl **were** given a packet of sweets. (Incorrect)
Every boy and every girl **was** given a packet of sweets. (Correct)

Point-4

When we use **none of** with a mass noun, the verb is in the singular.

- None of the work **were** done. (Incorrect) None of the work **was** done. (Correct)

When we use **none of** with a plural noun or pronoun, or a singular noun referring to a group of people or things, we can use either a singular or a plural verb. The **singular form** is used in a formal style in British English.

None of the trains **is** going to London. (Formal) None of the trains **are** going to London. (Informal)

AGREEMENT MISTAKES

UNIT -1

Point 2

"A number" means *a* - takes a plural verb, *several* - "The number" variety of - takes a singular verb

- A number of our officers ~~is~~ now located in suburban malls. (Incorrect)
A number of our officers **are** now located in suburban malls. (Correct)
- The number of people employed in agriculture ~~have~~ fallen in the last decade. (Incorrect)
The number of people employed in agriculture **has** fallen in the last decade. (Correct)

Point 6

Some words such as *police*, *people*, *police*, *people*, *police*, *people*, *police*, *people* are always plural and take plural verb or helping verb

- The cattle ~~is~~ the most important resource. (Incorrect)
The cattle **are** the most important resource. (Correct)
- The police ~~is~~ advising the people to stay at home. (Incorrect)
The police **are** advising the people to stay at home. (Correct)

2 UNIT

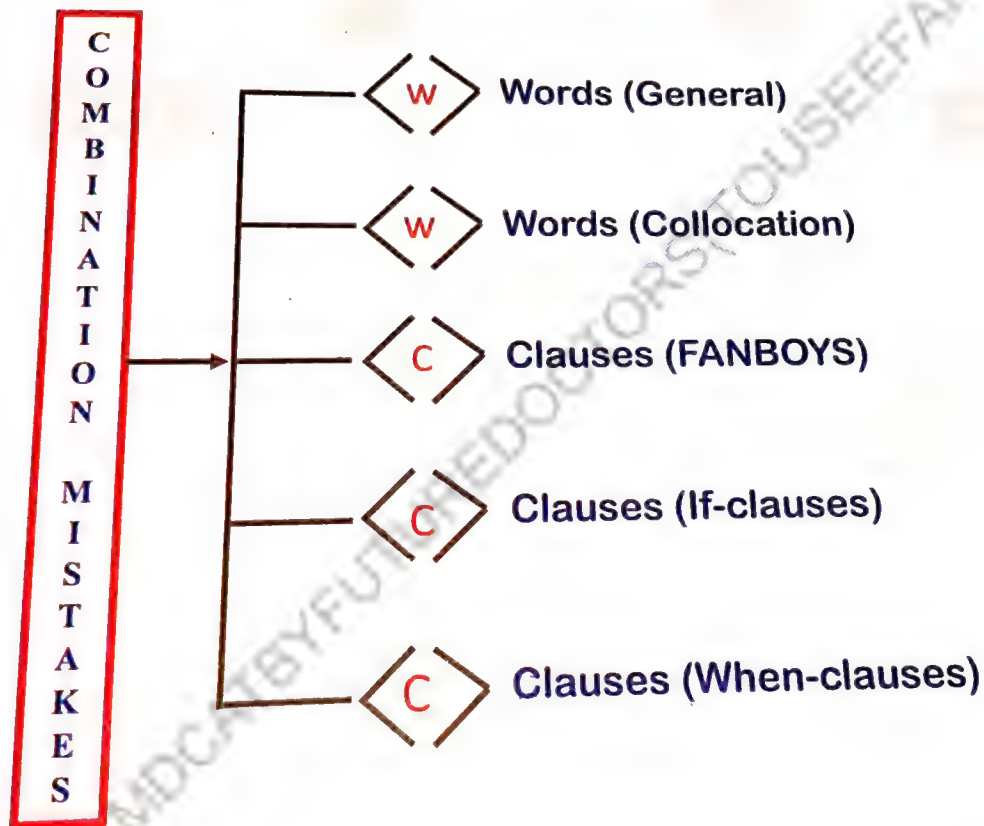
COMBINATION MISTAKES

Combination means two different words or clauses that exist together or are used or put together. Following is the description of some combinations of words and clauses:

- Combination of words (general)
- Combination of clauses (FANBOYS)
- Combination of words (collocation)
- Combination of sentences (conditional and Time-Clauses)

COMBINATION MISTAKES

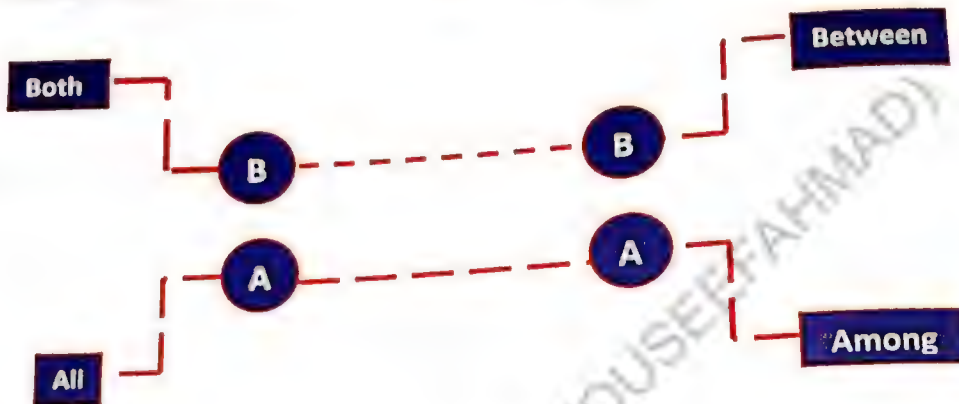
Combination means two different words or clauses that exist together or are used or put together.



UNIT -2

GENERAL WORDS COMBINATION OF WORDS

| | | | |
|---------|-------|--------|---------|
| neither | nor | either | or |
| whether | or | both | between |
| all | among | | |

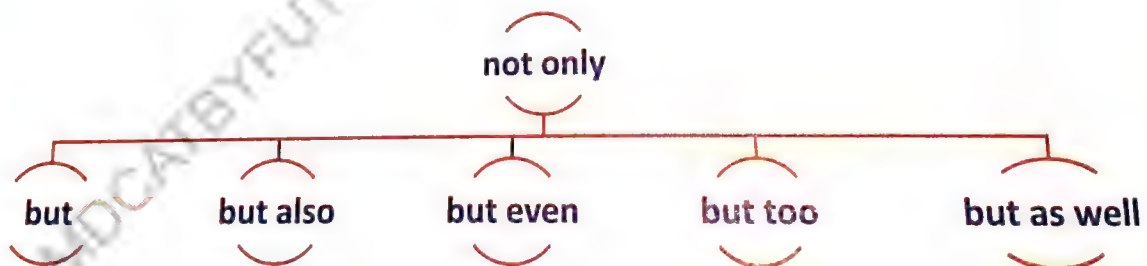


Examples:

- **Both** Della **and** Jim kept the secrets **between** themselves.
- **All** the collected amount was distributed **among** the needy.

TEXTUAL SUPPORT

- There was **neither** a tie **nor** a collar beneath the sweater.
- Kreton was **either** a lunatic **or** a spy from another planet.
- They do not care **whether** they pass **or** fail.



TEXTUAL SUPPORT

- Wool and silk were woven **not only** in Cordova **but** in Malaga, Almeria and other centers.
- The population has been reduced **not only** by famine **but also** by war.
- Political control **not only** stopped the exodus **but even** reduced the population.
- The Chinese experiment concerns **not only** Asia **but** the West **too**.
- He gets **not only** a mighty poor living **but** a mighty poor education **as well**.

UNIT -2

COMBINATION MISTAKES

Quiz

Both the mother as well as father felt embarrassed.

| | | | |
|------|--------|------|-----------|
| too | to | such | noun |
| from | to | so | adjective |
| lest | should | | |

TEXTUAL SUPPORT

- Isn't it **too** hot for you **to** do much walking.
- I carried a basket of dishes **from** my home **to** his.
- From** January **until** April, my father had gone to many doctors.
- Pay for the salt **lest** it **should** become a custom.
- As often, in **such cases**, they were not telling me more than they had to.
- The ground was **so stiff** and hard that he made slow progress.

Quiz

Correct the following

- Water had to be carried a considerable distance from the well till the home.
- The storm when it struck was very great to be avoided.
- The morning wind just at the break of day in August was such good to breathe.

Combination of words (General)

| | | | |
|-------|------------------------|----------|----|
| Much | 2 nd Degree | Such | as |
| Very | 1 st Degree | Although | , |
| Those | who | | |

TEXTUAL SUPPORT

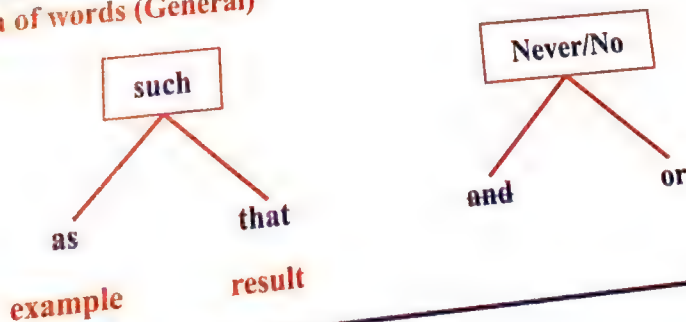
- It could be **much worse**.
- The James Dillingham Youngs were **very proud** of two things.
- These people were enjoying the music more than **those who** sat inside.
- She had been lying in order to escape **such** an outcome **as** this.
- Although** his lips moved, he could not even say that.

Quiz

Correct the following

- He looked much thin and he was not smiling.
- It could have been very worse.

Combination of words (General)



UNIT -2

COMBINATION MISTAKES

| | | | |
|---------|-------|--------------|------|
| so that | may | such | that |
| so that | might | no/not/never | or |
| such | as | | |



TEXTUAL SUPPORT

- He works hard **so that** he **may** succeed.
- She searched the town **so that** she **might** purchase gift for Jim.
- Della could **not** eat **or** sleep properly the whole night.
- Of all **those who** give and receive gifts **such as** they are the wisest.
- He looked **such** a dandy **that** Tonga-wala raced towards him.

Quiz

Correct the following

1. It's not half such an awful place—like you imagine.
2. The ground was very stiff and hard that the quack made slow progress.
3. Some people were sending the oddest things, such that magazines twenty years old, guides to the Lake District, etc.
4. There were such military khaki overcoats that are found at the secondhand clothes' shops.
5. I am certain that the good Lord never intended their son to be a physician, nor a dentist, and an engineer.

Combination of words (General)

| | | | |
|------------------------|------|----------|------|
| As soon as | , | Hardly | When |
| No sooner | Than | Scarcely | When |
| 2 nd Degree | Than | | |

TEXTUAL SUPPORT

- **As soon as** they were brought, he tied up the woman throat.
- **Hardly** had he reached half way **when** a truck came from behind.
- I was **scarcely** twelve **when** I entered the regions of examinations.
- Norma got up **earlier than** usual to make pancakes.

UNIT -2

Quiz

Correct the following

1. I bet she is smarter from
2. As soon as Laura had
3. As soon as she saw it
4. Because it was so pla
5. As soon as they were
6. As soon as you open
7. As soon as the doct

Combination of Wo

| |
|-------|
| as if |
|-------|

TEXTUAL SUP

- I went on **as if**
- I threw the ba
- **I wish I were**
- **Would that**

Quiz

Correct the fol

1. The whole b
2. The tissues c
3. The writer h

Combination

| |
|----|
| th |
|----|

TEXTUAL

- **Those**
- The les
- China
- He wo
- Each

Quiz

Correct

1. Later
2. The c

UNIT -2

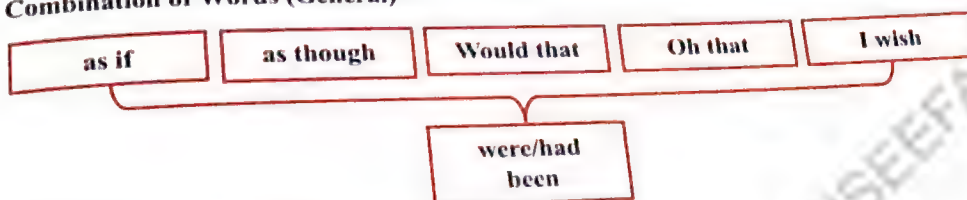
COMBINATION MISTAKES

Quiz

Correct the following

1. I bet she is smarter from you are.
2. As soon as Laura had left the house it started to rain.
3. As soon as she saw it than she knew that Jim must have it.
4. Because it was so plain and simple you knew that it was very valuable.
5. As soon as they were brought then he tied up the woman's throat.
6. As soon as you open a culture plate than you are asking for trouble.
7. As soon as the doctor did it when the child let out a scream.

Combination of Words (General)



TEXTUAL SUPPORT

- I went on **as if I had been** prompted to lie about it.
- I threw the ball of money **as if I were** doing a conjuring trick.
- **I wish I were** dead myself.
- **Would that** spring **were** always there in our life.

Quiz

Correct the following

1. The whole building shook as if it was being lifted off its foundations.
2. The tissues of his body drew tight as if he was standing at the center of a vacuum.
3. The writer holds the oyster in front of him as if it was an egg.

Combination of words (General)

| | | | |
|----------|-----------|---------|------|
| those | who | rather | than |
| the same | as | nothing | but |
| than | any other | | |

TEXTUAL SUPPORT

- **Those who** ran cannot even walk.
- The lessons are exactly **the same as** they were in the past.
- China is more populated **than any other** country.
- He would **rather** stay at home **than** go to the party.
- Each letter contained **nothing but** a blank sheet of paper.

Quiz

Correct the following

1. Later nothing remained and a faint luminosity buried beneath darkness.
2. The queen knew her hair was more beautiful than any queen's jewels.

UNIT -2

COMBINATION MISTAKES

| | | | |
|----------|--------|----------------|--------|
| as | clause | despite | phrase |
| although | clause | in spite of | phrase |
| like | phrase | as + adjective | as |

TEXTUAL SUPPORT

- **Despite** his long years of teaching, he could not perform scholar.
- **Although** they finally agreed, they did their best to go without him.
- Choose your carrier **as** you wish.
- Hours seemed to pass **like** lazy cattle.
- Chips was taken to the Great Exhibition **as** a toddling child.
- Chips often thought **as** he sat by the fire.

Quiz

Correct the following

1. This would not bring as much something I am going to show you.
2. She did not move and seemed such strong as a heifer in appearance.

PAST PAPER QUESTIONS

- A) He walked as though he is lame.
- B) He walked as though he was lame.
- C) He walked as though he were lame. (2010)
- D) He walked as though he may have been lame.

COLLOCATION:

The combination of words formed when two or more words are often used together in a way that sounds correct. (Cambridge Dictionary)



EXAMPLE:

Hydrochloric Acid is a strong acid whereas Boric Acid is a weak acid.

RULE 1:

The words 'make' and 'do' should be used according to their proper collocation. **Do** generally refers to the action itself, and **make** usually refers to the results.

UNIT -2

- Each star makes its
- You can make better
- I tried to make living

- It **did** more harm
- No words can

General Collocation

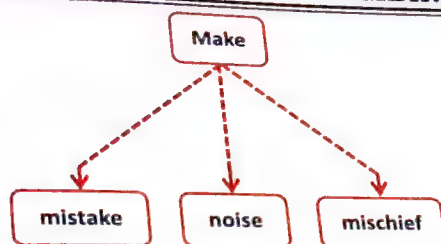
Do take care with
keep, pay, go, etc.

make

- Nois
- Mis
- Mi
- An
- Pr
- D

UNIT -2

COMBINATION MISTAKES



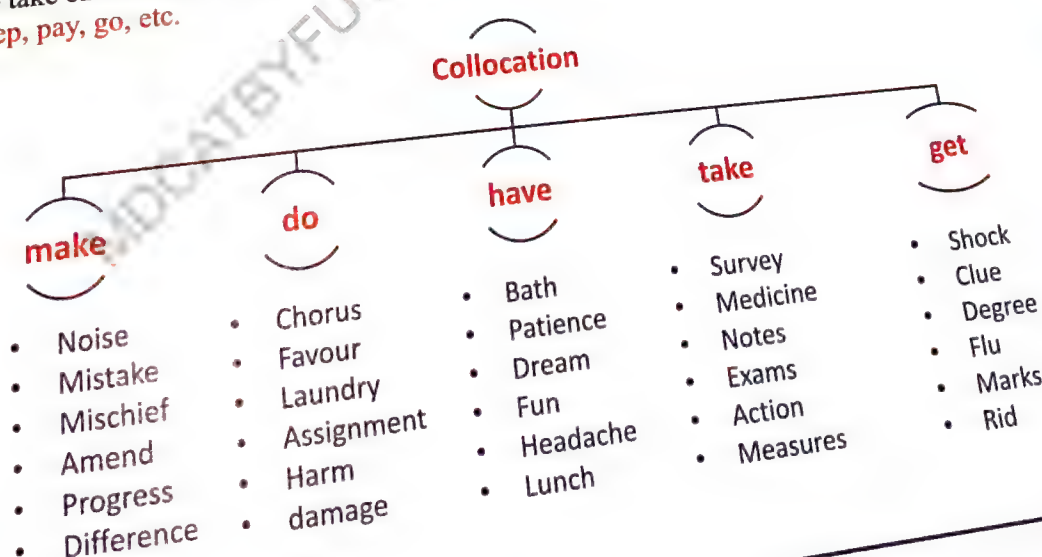
- Each star makes its voyage in complete loneliness.
- You can make better use of scientific method in your everyday living.
- I tried to make living here.



- It **did** more harm to white cells than good.
- No words can **do justice** to the experience.

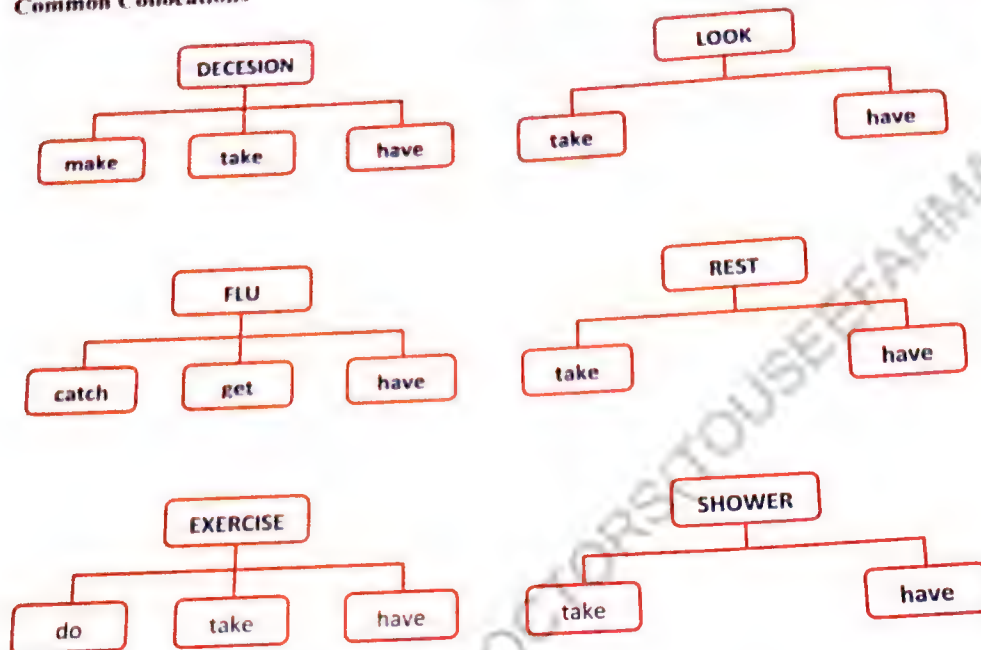
General Collocations

Do take care while using the collocation of certain words like **fast, quick, have, take, get, catch, keep, pay, go, etc.**



UNIT -2

Common Collocations



TEXTUAL SUPPORT

Quiz

1. He followed them closely hoping to keep a glimpse of their faces.
He followed them closely hoping to **keep** a glimpse of their faces.

**Get
Have
Take
Catch** } Glimpse

Quiz

2. Give a look at yourself.
Give a look at yourself.

**Have
Take** } Look

Quiz

3. Please do a decision without delay.
Please **do** a decision without delay.

**Make
Have
Take** } Decision

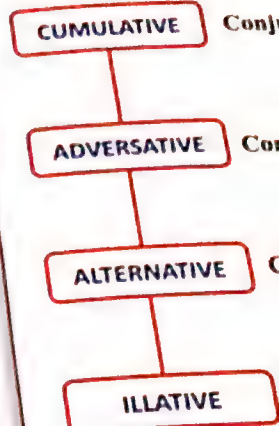
Quiz

4. I'd end up with my family at the country poor farm if I tried to **do** a living here.
I'd end up with my family at the country poor farm if I tried to make a living here.

COMBINATION MISTAKES

UNIT -2

COORDINATING CONJUNCTIONS COMBINATION OF CLAUSES



CUMULATIVE

- (i) Julie has a guitar
- (ii) She plays it well

Julie has a guitar and she plays it well.

More Emphasis

- both—and
- not only—but

ADVERSATIVE

- (i) He made a mistake
- (ii) I never made a mistake

(ii) He made a mistake and I never made a mistake.

More Emphasis

- yet

TEXTUAL SUPPORT

1. I tried to do a living here.

2.

3.

4.

UNIT -2

COORDINATING CONJUNCTION COMBINATION OF CLAUSES

COMBINATION MISTAKES

CUMULATIVE

Conjunctions that add one statement to another.

ADVERSATIVE

Conjunctions that express contrast between two statements.

ALTERNATIVE

Conjunctions that express a choice between two alternatives.

ILLATIVE

Conjunctions that express an inference (result)

CUMULATIVE adds one statement to the other.

- (i) Julie has a guitar.
- (ii) She plays it well.

Julie has a guitar **and** she plays it really well

More Emphatic

- both—and
- not only—but also

ADVERSATIVE expresses contrast between two statements.

- (i) He made me another plough.
- (ii) I never liked the second one.

(ii) He made me another plough, **but** I never liked the second one.

More Emphatic

- yet

TEXTUAL SUPPORT

1. It had a long strap, ____ she carried it slung across her shoulder.
It had a long strap, **and** she carried it slung across her shoulder.
2. Today our city streets are paved and well-drained, ____ they are cleaned regularly.
Today our city streets are paved and well-drained, **and** they are cleaned regularly.
3. It was an area notorious for sandstorms ____ for dried-up waterholes.
It was an area notorious for sandstorms **as well as** for dried-up waterholes.
4. We both sat down ____ looked at each other.
We both sat down **and** looked at each other.

COMBINATION MISTAKES

UNIT -2

5. I tried to hold myself, _____ I couldn't do it.
I tried to hold myself, **but** I couldn't do it.
6. You thought I was going to say, _____ I didn't snatch people's pocketbooks.
You thought I was going to say, **but** I didn't snatch people's pocketbooks.

ADVERSATIVE expresses a choice between two alternatives.

- (i) Would you like a coffee?
- (ii) Would you like a tea?

Would you like a coffee **or** a tea?

More Emphatic

- either—or
- neither—nor

TEXTUAL SUPPORT

1. Beneath the scarf there was _____ a tie nor a collar.
Beneath the scarf there was **neither** a tie nor a collar.
2. Was it only the century, _____ was it an epoch?
Was it only the century, **or** was it an epoch?
3. Life can exist where the temperature is neither too hot _____ too cold.
Life can exist where the temperature is neither too hot **nor** too cold.
4. The stolid creature, scarcely feeling the blow, merely moved a step _____ two forward.
The stolid creature, scarcely feeling the blow, merely moved a step **or** two forward.
5. The travelers now had neither food _____ water.
The travelers now had neither food **nor** water.

ILLATIVE expresses an inference or result

- (i) Anna needed some money.
- (ii) She took a part-time job.

Anna needed some money **so** she took a part-time job.

Other Words

- for
- thus
- therefore
- that's why

TEXTUAL SUPPORT

1. These people outside seemed to be enjoying the music, _____ they were listening in silence.
These people outside seemed to be enjoying the music, **for** they were listening in silence.
2. He thought of the Gulistan as one of the bibles of the world, _____ he found in it the universality of moral law.

UNIT -2

- He thought of the C
universality of moral
3. They looked disapp
They looked disapp
4. He pushed down th
He pushed down th
5. Their culture plat
Their culture plat

| |
|-----|
| F |
| for |

FANBOYS is a handy
for, and, nor, but, or,
FANBOYS can conn

Words:

- I am almost dre

Phrases:

- My socks are i

Clauses:

- They smell re

Notice the comm

You should alwa

complete thou

You wore a love

My hamster lov

complete tho

You wore a lo

My hamster

F

A

N

UNIT -2

COMBINATION MISTAKES

He thought of the Gulistan as one of the bibles of the world, **for** he found in it the universality of moral law.

3. They looked disappointed, **for** he had come empty-handed.
4. They looked disappointed, **for** he had come empty-handed.
He pushed down the top wire, **so** he could cross the fence.
5. Their culture plates were never contaminated, **so** the air was too pure.
Their culture plates were never contaminated, **for** the air was too pure.

| F | A | N | B | O | Y | S |
|-----|-----|-----|-----|----|-----|----|
| for | and | nor | but | or | yet | so |

FANBOYS is a handy mnemonic device for remembering the coordinating conjunctions: for, and, nor, but, or, yet, so.

FANBOYS can connect **words**, **phrases**, and **clauses**, like this:

Words:

- I am almost dressed **and** ready.

Phrases:

- My socks are in the living room **or** under my bed.

Clauses:

- They smell really bad, **so** they will be easy to find.

Notice the comma in the final example.
You should always have a **comma** before **FANBOYS** that join two independent clauses.

complete thought → **FANBOY** → **not a complete thought**
You wore a lovely hat **but** didn't wear anything else.
My hamster loved to play **and** often ate marshmallows.

complete thought → **FANBOY** → **complete thought**
You wore a lovely hat, **but** you didn't wear anything else.
My hamster loved to play, **so** I gave him a hula-hoop.

F For: Reason:
There was no use of Hubert's, **for** nobody believes him.

A And: Addition:
It had a long strap, **and** it slung across her shoulder.

N Nor: Option:
You are not completely asleep **nor** completely awake.
The women did not watch the boy, **nor** did she watch her purse.

UNIT -2

COMBINATION MISTAKES

- B But: Contrast:**
Norma tried to lift it off, **but** it was locked in place.
- O Or: Option:**
You will dig the grave, **or** before the king shall you go.
- Y Yet: Contrast:**
Everybody was concerned, **yet** Kathrine persisted.
- S So: Conclusion:**
The doors of the other rooms were open, **so** they were not alone.



For (Preposition)

Used to show who is intended to have or use something.

Example:

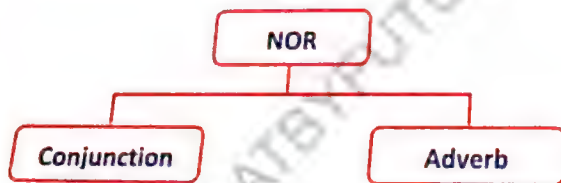
There is a letter **for** you.

For (Conjunction)

Used to introduce the reason for something mentioned in the previous statement.

Example:

We listened eagerly, **for** he brought news of our families.



Nor (Conjunction)

Used as a function word to introduce the second and each following members of a series of items each of which is negated.

Example:

It was not done by you **nor** me nor anyone else.

Nor (Adverb)

Example:

She doesn't like them and **nor** does Jeff.

UNIT -2

COMBINATION MISTAKES

Coordinating

SUBORDINATING
Complex sentence

If

If you push the

When

When the pho

Before

Before Chip

Although

Although

Because

Because

Since

Since

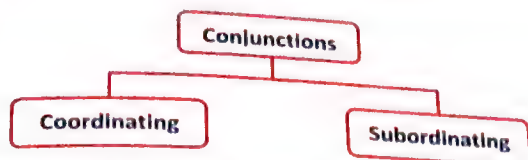
For h

As

UNIT -2

COMBINATION OF CLAUSES

COMBINATION MISTAKES



SUBORDINATING CONJUNCTION

Complex sentences beginning with subordinating clauses are separated by "comma".

If Clause , Clause

If you push the button, someone will die.

When Clause , Clause

When the phone rang, she picked up the receiver.

Before Clause , Clause

Before Chips could walk, they considered themselves engaged.

Although Clause , Clause

Although his lips moved, he could not even say that.

Because Clause , Clause

Because it was so simple, it was very valuable.

Since Clause , Clause

Since germs are alive, germs can be killed.

For Clause , Clause

For he returned empty handed, they looked disappointed.

As Clause , Clause

As she opened the door, she saw the package.

UNIT -2

Phrase or Clause?

1. dogs
2. bark
3. at night
4. Dogs bark at night.

Rule 2.

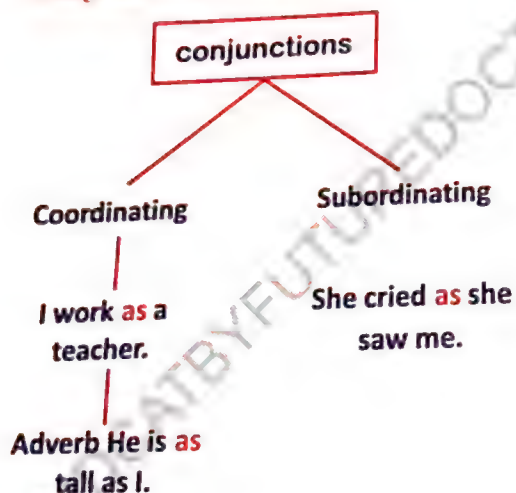
- Use a complete clause after a subordinating conjunction (Although).
- Use a phrase after a preposition (Despite).

Examples

- *Although* his apology, we were still angry. (Incorrect)
- *Despite* his apology, we were still angry. (Correct)
- *Although* he had apologized, we were still angry. (Correct)

TEXTUAL SUPPORT

1. *Although* having to use an interpreter, I was able to find out.
Despite having to use an interpreter, I was able to find out.
2. He remained, for instance, a Conservative in politics, *although* all her radical-socialist talk.
He remained, for instance, a Conservative in politics, *despite* all her radical-socialist talk.
3. We were all, quite apparently, thinking of that, *despite* no one had as yet spoken of the thing.
We were all, quite apparently, thinking of that, *though* no one had as yet spoken of the thing.
4. *Despite* the watch was so fine, it never had a fine chain.
Though the watch was so fine, it never had a fine chain.



Example

- He did *like* he was told. (Incorrect)
He did *as* he was told. (Correct)
- She looks smart *as* her mother. (Incorrect)
She looks smart *like* her mother. (Correct)

UNIT -2

PAST PAPER QUESTIONS

- A) She felt unreal to
- B) She felt unreal a
- C) She felt unreal t
- D) She felt unreal

TEXTUAL SUPPORT

Correct the following

1. He had never
2. Like doctors
3. Anything gr
4. The Magi, l
5. The big lea
6. She glare
7. Locusts v

PAST PAPER

- A) As she
- B) Just li
- C) As lik
- D) Just l

Rule 3:

Until r

Example

Unle
Unti

Example

If
It
It

UNIT -2

COMBINATION MISTAKES

PAST PAPER QUESTION:

- A) She felt unreal **to** the voice informed her of the subway accident.
- B) She felt unreal **as** the voice informed her of the subway accident.
- C) She felt unreal **that** the voice informed her of the subway accident.
- D) She felt unreal **for** the voice informed her of the subway accident.

TEXTUAL SUPPORT

Correct the following

1. He had never met anyone as her.
2. Like doctors often do, I took a trial shot at it as a point of departure.
3. Anything grown in new ground as this has a better flavor.
4. The Magi, like you know, were wise men.
5. The big leaves fell as yellow rain drops to the ground.
6. She glared at the carton like she unlocked the door.
7. Locusts were going to be as bad weather.

PAST PAPERS

- A) As she said, the computer was programmed by Mona.
- B) Just like she said, the computer was programmed by Mona.
- C) As like she said, the computer was programmed by Mona.
- D) Just like she **had** said, the computer was programmed by Mona.

Rule 3:

Until refers to the point in time, whereas **unless** is used to talk about a situation or condition.

Example

Unless 1849 the industry had flourished consistently. (Incorrect)
Until 1849 the industry had flourished consistently. (Correct)

Example

If not (unless)
It was too steep for my feet to hold **until** I braced myself. (Incorrect)
It was too steep for my feet to hold **unless** I braced myself. (Correct)

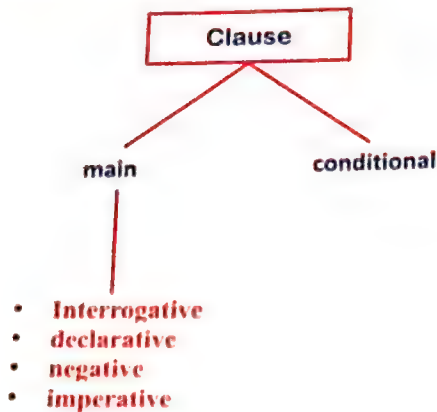
COMPLEX SENTENCE

Conditional Sentences

Expressing something that must happen or be true if another thing is to happen or be true.

UNIT -2

COMBINATION OF CLAUSES CONDITIONAL TYPE - 1



Conditional clause

If + subject 1st form (s/es)

Main clause

Subject + shall/will + 1st form

If she turns him loose, will he run away?
Will he run away If she turns him loose?

PROBABLE MISTAKES

1. Will he run away If she **will** turn him loose?
2. Will he runs away If she **turns** him loose?
3. Will he run away If she **turn** him loose?

ZERO CONDITIONAL

refers to **general truths**, such as **scientific facts**.

If + subject 1st form (s/es)

subject + 1st form (s/es)

If He **creates** insects in stones, He **supplies** their food there too.
If you **heat** water about hundred degree, it **boils**.

ALSO NOTE:

Imperative conditional sentence

- If you feel inclined, sleep again.
- If you agree, let us buy a piece of cloth for Mehrun's suit.
- If we are to be interrupted, let us be found employing ourselves in something appropriate.
- You should be able to construct a right pretty rocket if you work alone about thirty years.

COMBINATION MISTAKES

UNIT -2

TEXTUAL SUPPORT

1. If the king eats
If the king eats
2. If we stay here
If we stay here
3. If I turned you
If I turn you
4. If you push
If you push
5. If you didn't
If you don't
6. If you do
If you do
7. If you have
If you have

PAST PAPER

1. A) W
B) W
C) V
D) V
2. A)
B)
C)
D)
3. A
B
C
D

CONJUNCTION

If

• If

If

UNIT -2

TEXTUAL SUPPORT

COMBINATION MISTAKES

1. If the king eats one apple from the garden of a subject, his slaves **pull down** the whole tree.
If the king eats one apple from the garden of a subject, his slaves **will pull down** the whole tree.
2. If we stay here, **we'd** change.
If we stay here, **we'll** change.
3. If I **turned** you loose, will you run?
If I **turn** you loose, will you run?
4. If you **pushed** the button, somewhere in the world someone you don't know will die.
If you **push** the button, somewhere in the world someone you don't know will die.
5. If you **didn't** do what the doctor says, you'll have to go to the hospital.
If you **don't** do what the doctor says, you'll have to go to the hospital.
6. If you do not dig it, before the king you **would go**.
If you do not dig it, before the king you **shall go**.
7. If you have no objection, I **send** my mother with the marriage proposal.
If you have no objection, I **will send** my mother with the marriage proposal.

PAST PAPER QUESTIONS:

1. A) We will discuss your problem as soon as the committee **will leave**.
B) We will discuss your problem as soon as the committee **left**.
C) We will discuss your problem as soon as the committee **may leave**.
D) We will discuss your problem as soon as the committee **leaves**.
2. A) When this war is over, no nation will be isolated either in war or in peace.
B) When this war is over, no nation will be either isolated in war or peace.
C) When this war is over, no nation will **neither** be isolated in war or in peace.
D) When this war is over, no nation will **be isolated** in war or in peace.
3. A) When (if) the fact **failed** him, he **questions** his senses.
B) When (if) the fact **failed** him, he **questioned from** his senses.
C) When (if) the fact **fails** him, he **questions** his senses.
D) He will question his senses, when (if) the fact **will fail** him.

CONDITIONAL TYPE - 2

If + subject + 2nd form

subject + would + 1st form

- If he **got** extra money, it **would go** in the box.
It **would go** in the box if he **got** extra money.

If + subject + did not + 1st form

subject + would + 1st form

- If he **did not dig** the grave, people **would take** him to the king.
People **would take** him to the king if he **did not dig** the grave.

UNIT -2

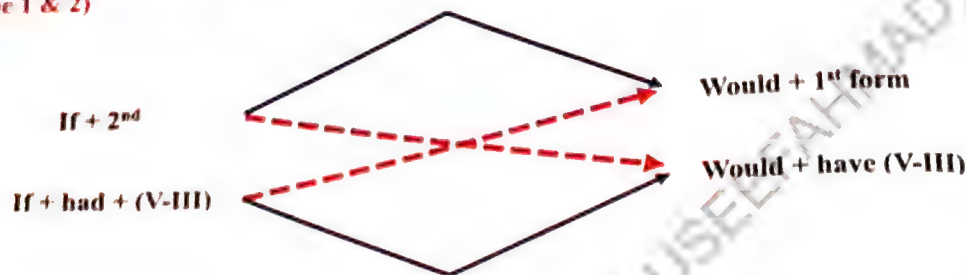
COMBINATION MISTAKES

If + subject + had (3rd form)

subject + would+ have (3rd form)

- If it **had been** someone else, I **would have wangled** him.
I **would have wangled** him if it **had been** someone else.
Had it been someone else, I **would have wangled** him.

PROBABLE MISTAKES (Type 1 & 2)



TEXTUAL SUPPORT

- If he returned, he **will** be unharmed.
If he returned, he **would** be unharmed.
- Had it been someone else, I could easily **wangle** ten rupees.
Had it been someone else, I could easily **have wangled** ten rupees.
- He **would** be skating champion all right, if he really **gives** all his time to it.
He **would** be skating champion all right, if he really **gave** all his time to it.
- If a queen **had lived** in the rooms near theirs, Della **would wash** and dry her hair where the queen **could see** it.
If a queen **had lived** in the rooms near theirs, Della **would have washed and dried** her hair where the queen **could see** it.
- If the wheels **had been** allowed to spin, they **would dig** themselves deeper.
If the wheels **had been** allowed to spin, they **would have dug** themselves deeper.
- If I **tried** to make a living here, I **would have ended** up with my family.
If I **tried** to make a living here, I **would end** up with my family.
- If a king **lived** in the same house, Jim **would have looked** at his watch every time they met.
If a king **had lived** in the same house, Jim **would have looked** at his watch every time they met.
- If he ever received some extra money, this bonus **will** usually be locked up in a tin box.
If he ever received some extra money, this bonus **would** usually be locked up in a tin box.

PAST PAPER QUESTIONS:

- If you had asked him, he would **had accepted** the offer with alacrity.
 - If you had asked him, he would **have being** accepted the offer with alacrity.
 - If you **had asked** him, he would **have accepted** the offer with alacrity.
 - If you had asked him, he would **been** accepted the offer with alacrity.
- Masood told me that he would hire more salesman if he **is** in my position.
 - Masood told me that he would hire more salesman if he **has been** in my position.
 - Masood told me that he would hire more salesman if he **has** my position.
 - Masood **told me that he would hire more salesman if he had been in my position.**

UNIT -2

TIME CLAUSE TIME MARKERS

- When
- Before
- By the time

4 Subject

- Something h
When he got

5 Subject

- The world
- when you

PROBABLE When-clause

Subject

S + sh

PAST

1.

2.

3.

UNIT -2

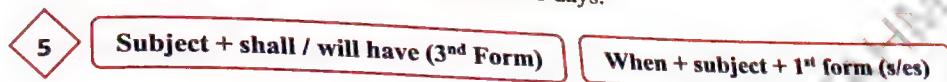
TIME CLAUSE
TIME MARKERS

- When
- Before
- By the time

COMBINATION MISTAKES



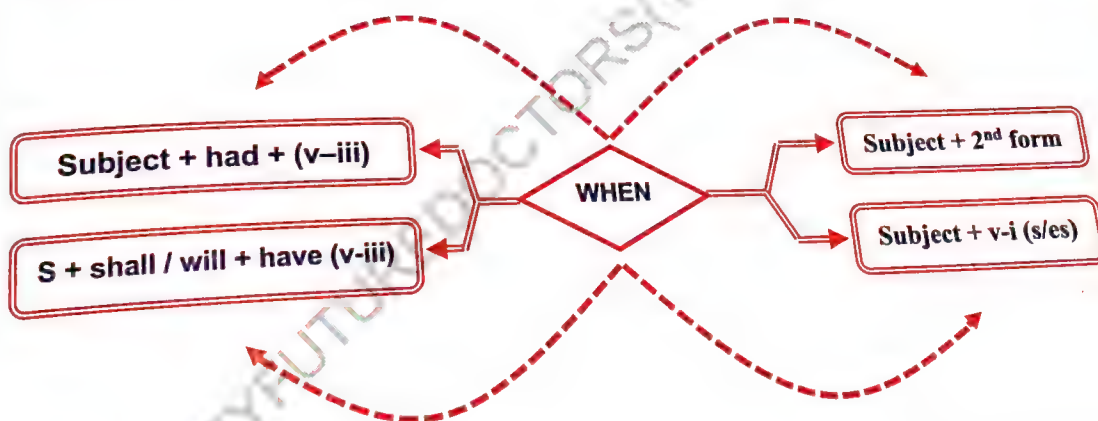
- Something had wasted two days **when** he got back.
When he got back, something had wasted two days.



- The world will have perhaps lost its crossness **when** you grow up.
- **when** you grow up, the world will have perhaps its crossness.

PROBABLE MISTAKES

When-clause 4 & 5



PAST PAPER

- (A) He suddenly remembered that he **has** left his house unlocked.

(B) He **suddenly remembered** that he **had** left his house unlocked.

(C) He suddenly remembered that he **may** have left his house unlocked.

(D) He suddenly remembered that he **will have** left his house unlocked.
- He came to the hurdles **that he remember**, over which once he had won so easy a victory.

A) B) C) D) (B-that he remembered)
- She had left him with a calmness and a poise **that accord** well with his own inward emotions.

A) B) C) D) (C- that accorded)

3 UNIT

MISCELLANEOUS MISTAKES

In this unit, we will discuss miscellaneous mistakes relating to the following grammatical points:

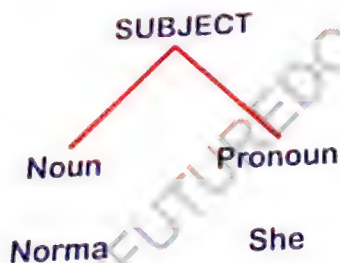
- Repetition/ Redundancy/ Doubling/ Wordiness
- Dangling/ misplaced/ Squinting Modifiers
- Parallelism/ Fragment/ Run-on Sentence

MISCELLANEOUS MISTAKES

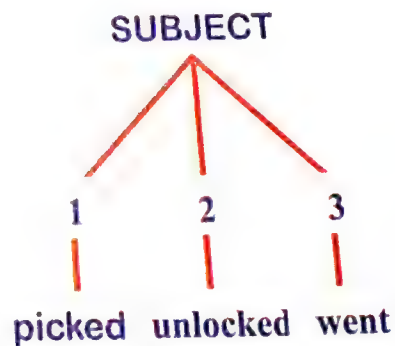
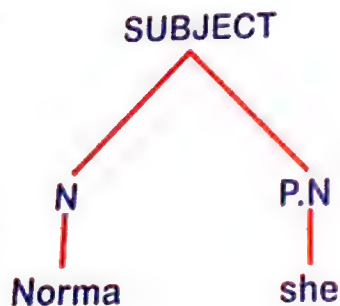
- Repetition and Doubling
- Redundancy and Wordiness
- Run-on and Comma splice
- Fragment
- Parallelism
- Modifiers

Rule No. 1

Repetition of the same subject in the same sentence is wrong. Subject may be some noun or pronoun. The same subject cannot be represented by using both noun and pronoun.



If more than one actions are performed by the same subject, we use that subject word (either a noun or a pronoun) once only.



UNIT -3

Past Paper Questions

- Norma picked
- Norma picked
- Norma picked
- Norma picked

TEXTUAL QUESTIONS

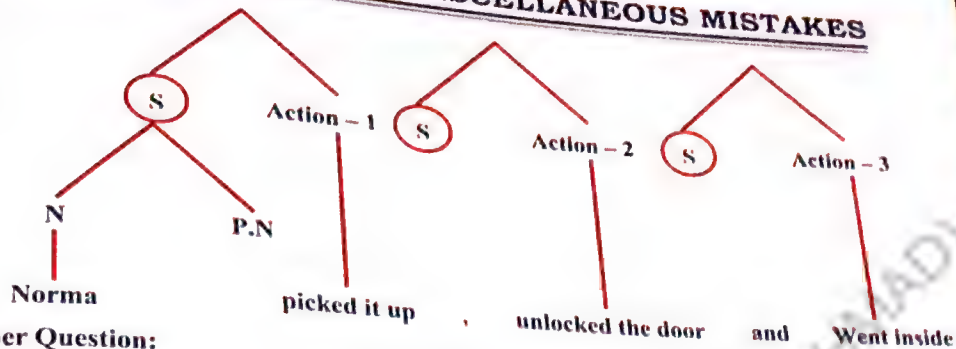
- He to
- He to
- He to

Rule No. 1

Repetition
However

UNIT -3

MISCELLANEOUS MISTAKES



Past Paper Question:

- Norma picked it up, unlocked the door and she went inside.
- Norma picked it up, she unlocked the door and went inside.
- Norma picked it up, she unlocked the door and she went inside.
- Norma picked it up, unlocked the door and went inside.

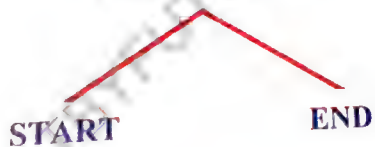
TEXTUAL SUPPORT

- He took his pocket knife from his pocket, and he cut a wisp of alfalfa.
He took his pocket knife from his pocket, and cut a wisp of alfalfa.
- He staggered inside and he lay down on the floor to be ill.
He staggered inside and lay down on the floor to be ill.
- The boy had been thrilled by it, naturally, and he had told his friends.
The boy had been thrilled by it, naturally, and had told his friends.

Rule No. 2

Repetition of the **same preposition** in the same sentence for the same purpose is wrong. However, you can use as many different prepositions in a sentence as are needed.

PREPOSITION



- ✓ To whom are you talking?
- ✓ Whom are you talking to?
- ✗ To whom are you talking to?
- ✓ KIPS is the institution with which I wanted to be associated.
- ✓ KIPS is the institution which I wanted to be associated with.
- ✗ KIPS is the institution with which I wanted to be associated with.
- ✓ That is a policy to which I am strongly opposed.
- ✓ That is a policy which I am strongly opposed to.
- ✗ That is a policy to which I am strongly opposed to.

UNIT -3

MISCELLANEOUS MISTAKES

TEXTUAL SUPPORT

- To whom shall I complain against your brutality **to** if I am to seek justice from your hand?
To whom shall I complain against your **brutality** if I am to seek justice from your hand?
- The caravan **with** which Christopher was travelling **with** insisted on making a lengthy detour to water their camels.
The caravan **with** which Christopher was **travelling** insisted on making a lengthy detour to water their camels.
- I did remember the rummage sale **to** which I sent all my old clothes **to**.
I did remember the rummage sale to which I sent all my old **clothes**.

PAST PAPERS QUESTION

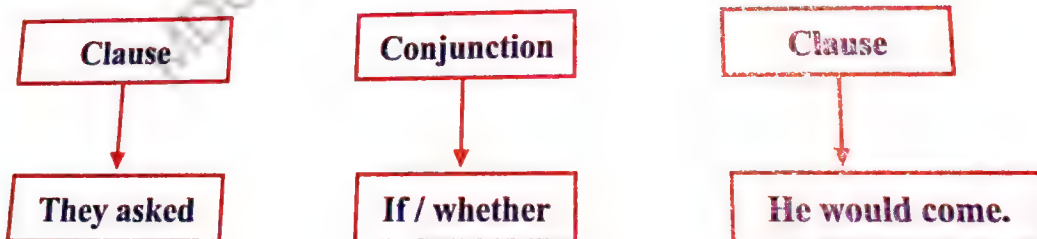
- His first adventure was to go round through the world at minimum cost.
A) B) C) D) C-(remove through)
- They did not guess how closely he had kept in touch with across the road.
A) B) C) D) (D-from across)

Rule No. 3

Use of **double conjunction** is wrong. The word **although, even though, if, whether, because, as, since, for** are used as conjunctions. Use of any other conjunction (**but, then, so, therefore**) with these words will be wrong.

- ✓ that (noun / pronoun)
- ✓ if (helping verb)
- ✓ whether (H.V)
- ✓ Question word ()
- ✓ imperative (to)

- He says, "**The earth** is round."
He says **that** the earth is round.
- He asks, "Will he run away?"
He asks **if** he will run away.
He asks **whether** he will run away.
- He asks, "**When** will he come?"
He asks **when** he will come.
- He says, "Get out."
He orders **to** get out.



- ✓ They asked **if** he would come.
- ✓ They asked **whether** he would come.
- ✗ They asked **whether if** he would come.
- ✗ They asked **that if** he would come.

UNIT -3

TEXTUAL SUPPORT

1. We thought you'd better look her over and tell us **that what** the matter is.
We thought you'd better look her over and tell us **what** the matter is.
2. He asked the new boys **that** if they had any family connections at Brookfield.
He asked the new boys **if** they had any family connections at Brookfield.
3. The truth is, Clay, you want money **for because** you need money.
The truth is, Clay, you want money **because** you need money.
4. The Governors asked Chips **whether if** he would carry on for the duration.
The Governors asked Chips **if** he would carry on for the duration.
5. Though the watch was so fine, **yet** it never had a fine chain.
Though the watch was so fine, it never had a fine chain.
6. The woman did not watch the boy to see **that if** he was going to run now.
The woman did not watch the boy to see **if** he was going to run now.
7. The villagers asked the quack **that what** he could cure.
The villagers asked the quack **what** he could cure.

Rule No. 4

Use of **double interrogative** in the indirect narration is wrong, or use of double interrogative in the subordinate clause is wrong.

DECLARATIVE SENTENCE

- ✓ They will come back.

INTERROGATIVE SENTENCE

- ✓ Will they come back?

DOUBLE INTERROGATIVE

- ✓ When will they come back?

QUESTION

Direct
Narration

Indirect
Narration

- I ask him, "When **will they** come?"
- ✓ I ask him when **they will** come.
- ✗ I ask him when **will they** come.
- I ask him **that** when they will come.

NOUN CLAUSE (SUBJECT) CANNOT BE INTERROGATIVE

- **When I get up** is none of your business.
- ✗ **When do I get up** is none of your business.
- **Where I go** is none of your business.
- ✗ **Where do I go** is none of your business.
- **How I manage it** is none of your business.
- ✗ **How do I manage it** is none of your business.

MISCELLANEOUS MISTAKES

UNIT -3

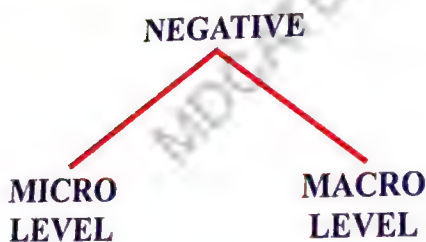
TEXTUAL SUPPORT

1. She did not ask the boy where **did he live**?
She did not ask the boy where **he lived**.
2. They always tried to ask **what did I not know**?
They always tried to ask **what I did not know**?
3. One didn't guess what **did lie** ahead?
One didn't guess what **lay** ahead?
4. Maulvi Abul could not believe what **had he** just heard.
Maulvi Abul could not believe what **he had** just heard.
5. I got only a vague idea of **what did they look like**?
I got only a vague idea of **what they looked like**.
6. The king asked the boy why **was he** laughing in such a situation?
The king asked the boy why **he was** laughing in such a situation?
7. Margaret was wondering what **could she do** to help.
Margaret was wondering what **she could do** to help.
8. You are old enough to understand what **am I** saying?
You are old enough to understand what **I am** saying?

PAST PAPER QUESTION:

- A) He asked us **would** we care to go.
- B) He asked us **if we would** care to go.
- C) He asked us **we would** care to go.
- D) He asked us **we will** care to go.

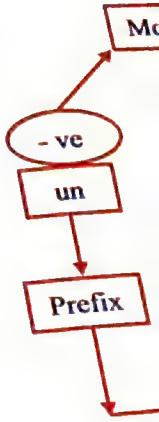
Rule No. 5



Use of **double negative** is wrong. Some words, such as **neither, scarcely, hardly, forbid, until, unless, lest, etc.** are by default negative in sense and we can't write any other negative word (**no, not, never**) after them.

UNIT -3

MICRO LEVEL: (WORDS)



MACRO LEVEL (SENTENCES)

You won't u
You won't u

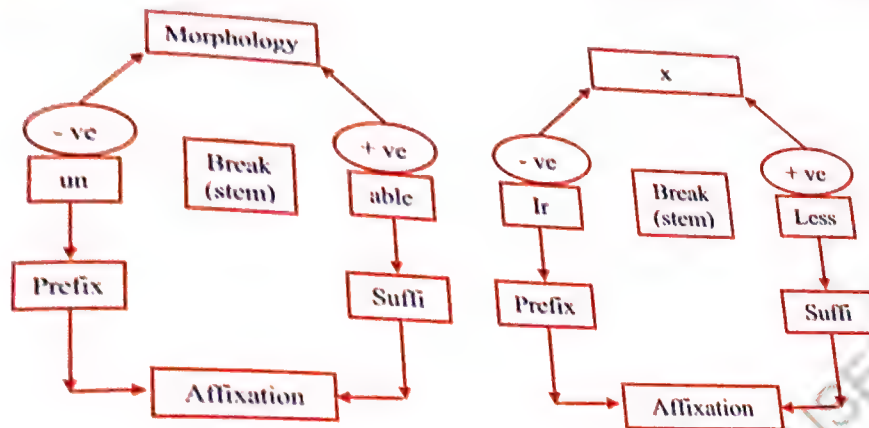
TEXTUAL

1. I had r
the ex
I had
exam
2. You
You
3. The
The
4. I s
I s
5. I c
I
6. I

UNIT -3

MICRO LEVEL: (WORDS)

MISCELLANEOUS MISTAKES



MACRO LEVEL: (SENTENCE)

You won't understand **until** you **do not** reach three score and ten.
 You won't understand **until** you **reach** three score and ten.

TEXTUAL SUPPORT

1. I had **not scarcely** passed my twelfth birthday when I entered the inhospitable regions of the examinations.
 I had **scarcely** passed my twelfth birthday when I entered the inhospitable regions of the examinations.
2. You won't understand **until** you **do not** reach three score and ten.
 You won't understand **until** you reach three score and ten.
3. The stolid creature, **scarcely not** feeling the blow, merely moved a step or two forward.
 The stolid creature, **scarcely** feeling the blow, merely moved a step or two forward.
4. I shall stay in Anatolia **until** the nation has **not** won its Independence.
 I shall stay in Anatolia **until** the nation has won its Independence.
5. I don't need **nothing** more from His unlimited treasure of divine blessings.
 I don't need **anything** more from His unlimited treasure of divine blessings.
6. I had never seen **nothing** extraordinary upon this high point of rugged land.
 I had never seen **anything** extraordinary upon this high point of rugged land.

DISCUSSIONS

UNIT 1

The purpose of the discussion is to share views and opinions. We should be able to express our views and opinions clearly and effectively.



- 1. The purpose of the discussion is to share views and opinions.
- 2. We should be able to express our views and opinions clearly and effectively.
- 3. The purpose of the discussion is to share views and opinions.

TECHNICAL SUPPORT

1. The purpose of the discussion is to share views and opinions.
2. We should be able to express our views and opinions clearly and effectively.
3. The purpose of the discussion is to share views and opinions.
4. The purpose of the discussion is to share views and opinions.
5. The purpose of the discussion is to share views and opinions.
6. The purpose of the discussion is to share views and opinions.
7. The purpose of the discussion is to share views and opinions.
8. The purpose of the discussion is to share views and opinions.
9. The purpose of the discussion is to share views and opinions.
10. The purpose of the discussion is to share views and opinions.

UNIT 2

The purpose of the discussion is to share views and opinions. We should be able to express our views and opinions clearly and effectively.



- 1. The purpose of the discussion is to share views and opinions.
- 2. We should be able to express our views and opinions clearly and effectively.
- 3. The purpose of the discussion is to share views and opinions.

UNIT -3



TECHNICAL SUPPORT

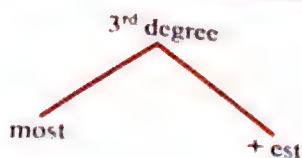
1. The purpose of the discussion is to share views and opinions.
2. We should be able to express our views and opinions clearly and effectively.
3. The purpose of the discussion is to share views and opinions.
4. The purpose of the discussion is to share views and opinions.
5. The purpose of the discussion is to share views and opinions.
6. The purpose of the discussion is to share views and opinions.
7. The purpose of the discussion is to share views and opinions.
8. The purpose of the discussion is to share views and opinions.
9. The purpose of the discussion is to share views and opinions.
10. The purpose of the discussion is to share views and opinions.

UNIT No.

The purpose of the discussion is to share views and opinions. We should be able to express our views and opinions clearly and effectively.

UNIT -3

MISCELLANEOUS MISTAKES



- Providing sufficient water has been one of the most **important** problems in the growth of cities.
- Whatever my father wanted me to see was on top of the **highest** point of my farm.

TEXTUAL SUPPORT

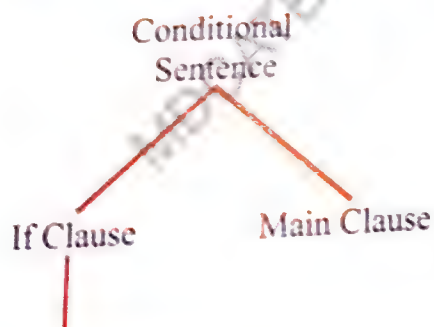
1. The mountain rose **more higher** and higher on the surface of the sun.
The mountain rose **higher** and higher on the surface of the sun.
2. In India in 1964-1965 there was the **most worst** famine of the country.
In India in 1964-1965 there was the **worst** famine of the country.
3. He felt a great deal **more stronger** and **more fitter** after his holiday.
He felt a great deal **stronger** and **fitter** after his holiday.
4. On a long table, attractively displayed, were the **most latest** hit songs.
On a long table, attractively displayed, were the **latest** hit songs.
5. He gave examples of other Courts and **more greater** ones.
He gave examples of other Courts and **greater** ones.
6. It was easily the **most strongest** weapon yet forged in the fight against disease.
It was easily the **strongest** weapon yet forged in the fight against disease.
7. You are **more fitter** than I am.
You are **fitter** than I am.
8. She had a **more cleverer** brain than Chips's.
She had a **cleverer** brain than Chips's.

Rule No. 8

Use of **double future** in a conditional sentence is wrong.

Do not use future tense in the conditional (if) clause.

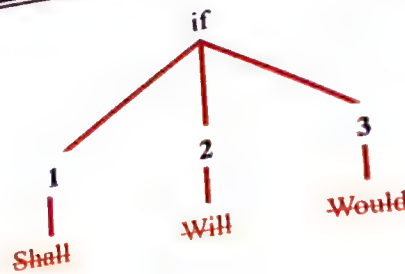
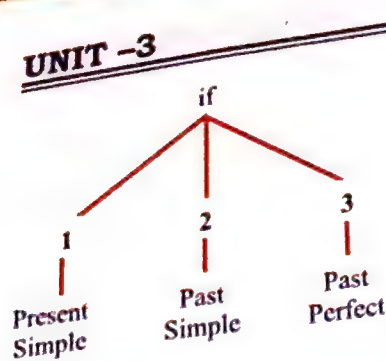
Use **Present Simple**, **Past Simple**, or **Past Perfect Tense** in the Conditional Clause.



- If he works.....
- If he worked.....
- If he had worked.....

MISCELLANEOUS MISTAKES

UNIT -3



TEXTUAL SUPPORT

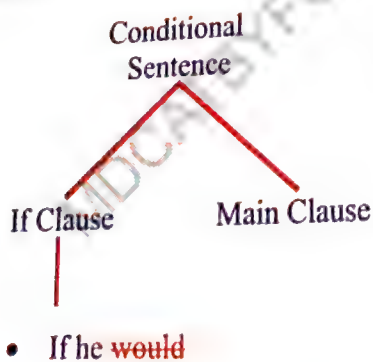
1. If you **will push** the button, you will receive a payment of 50,000\$.
If you **push** the button, you will receive a payment of 50,000\$.
2. If we **shall stay** here, we'll all change.
If we **stay** here, we'll all change.
3. If you **will not dig** it, you shall go before the king.
If you **do not dig** it, you shall go before the king.
4. If you **will not do** what the doctor says, you will have to go to the hospital.
If you **do not do** what the doctor says, you will have to go to the hospital.
5. If I **will turn** you loose, will you run?
If I **turn** you loose, will you run?
6. If you **will allow** me, sir, I will begin.
If you **allow** me, sir, I will begin.

Rule No. 9

Use of **double would** in a conditional sentence is wrong.

- Do not use **"Would"** in the conditional (if) clause.
- Use **Past Simple**, or **Past Perfect** Tense in the Conditional (if) Clause.

Example:

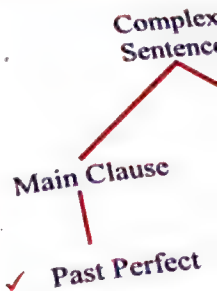


- If he **would try** to make living in the country poor farm, he **would** end up with his family.
If he **tried** to make living in the country poor farm, he **would** end up with his family.
- If he **would try** to make living in the country poor farm, he **would** end up with his family.
If he **had tried** to make living in the country poor farm, he **would have ended up** with his family.

UNIT -3

Rule No. 10

Use of **double Past Perfect**
Do not use **"Past Perfect"**
Use **Past Simple** Tense



- She **had just**
- She **had just**

Rule No. 11

Use of **double**

- Do not use
- Use **Past**

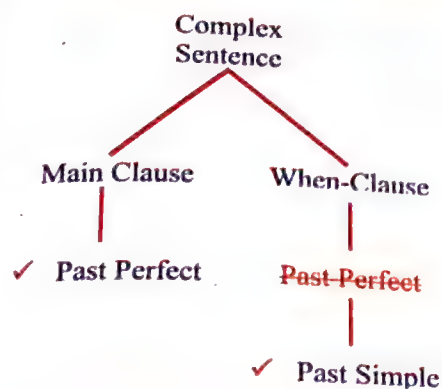
Example:

UNIT -3

Rule No. 10

Use of double **Past Perfect** in both clauses of complex Sentences is wrong.
Do not use "**Past Perfect**" in "when-clause".
Use **Past Simple** Tense in the "when-clause".

MISCELLANEOUS MISTAKES



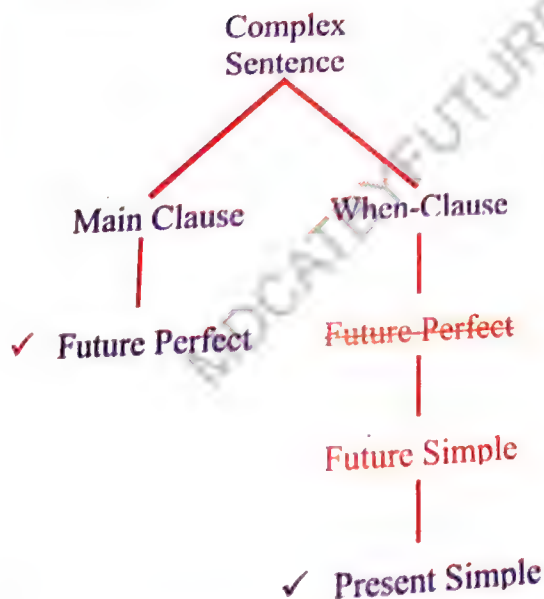
- She **had** just **turned** over the supper steaks **when** the telephone **had** rung.
- She **had** just **turned** over the supper steaks **when** the telephone **rang**.

Rule No. 11

Use of double **Future Perfect** in both clauses of complex sentence is wrong.

- Do not use "**Future Perfect**" in "when-clause".
- Use **Present Simple** Tense in the "when-clause".

Example:



- Jim **will have sold** his watch when Della **will have bought** a chain for it.
- Jim **will have sold** his watch when Della **will buy** a chain for it.
- Jim **will have sold** his watch when Della **buy** a chain for it.
- Jim **will have sold** his watch when Della **buys** a chain for it.

MISCELLANEOUS MISTAKES

UNIT -3

TEXTUAL SUPPORT

- Before the second star **had begun** to move away again, its tidal pull had become very powerful.
Before the second star **began** to move away again, its tidal pull had become very powerful.
- Even if everything **would go** well, the rest of the journey would not be pleasant.
Even if everything **went** well, the rest of the journey would not be pleasant.
- If people **would be** smarter they wouldn't be out on a night like this.
If people **were** smarter they wouldn't be out on a night like this.
- If he **would return**, he would be unharmed.
If he **returned**, he would be unharmed.
- His father had died when he **had become** a court acrobat.
His father had died when he **became** a court acrobat.

Rule No. 12

(Redundancy)

Redundancy is the use of two or more words that say the same thing, and it is wrong.



- Proceed Forward
- Progress Forward
- Advance Forward
- Push Forward
- Return Back
- Refer Back
- Retrieve Back

Forward
Forward
Forward
Forward
Back
Back
Back

- Hubert kept claiming his innocence, reiterating **again and again**.
Hubert kept claiming his innocence, reiterating.
- He picked a **wandering** stray locust off his shirt.
He picked a stray locust off his shirt.



- New Innovation
- New Discovery
- Brief Summary
- Main Chief
- Past History
- Honest Truth
- True Fact

New
New
Brief
Main
Past
Honest
True

UNIT -3

- Mr. Ralston obj
- Mr. Ralston obj
- Another star, w
- Another star, v

TEXTUAL SUP

- The pocket b
The pocket b
- Chips was E
and traditio
Chips was
and traditi
- In Septem
Wickett's
- Of all wh
Of all w

Rule No. 1

Using the



- for
- in a
- red
- lan

- T
- T
- J

TE
1.

2

UNIT -3

MISCELLANEOUS MISTAKES

- Mr. Ralston objected that Mr. Chips could not adopt **new innovative** methods of teaching.
- Mr. Ralston objected that Mr. Chips could not adopt **innovative** methods of teaching.
- Another star, wandering blindly through **empty space** happened to come near the sun.
- Another star, wandering blindly through **space** happened to come near the sun.

TEXTUAL SUPPORT

1. The pocket book was lost on the road between 9:00 and 10:00 a.m. in the morning.
The pocket book was lost on the road between 9:00 and **10:00 a.m.**
2. Chips was Brookfield—the court of appeal in all matters affecting Brookfield **past history** and traditions.
Chips was Brookfield—the court of appeal in all matters affecting Brookfield **history** and traditions.
3. In September, when term began, Chips **returned back** and took up residence at Mrs. Wickett's.
In September, when term began, Chips **returned** and took up residence at Mrs. Wickett's.
4. Of all who give **free gifts**, these two were the wisest.
Of all who give **gifts**, these two were the wisest.

Rule No. 13

Using the words more than needed (**wordiness or verbosity**) is wrong.

Wordiness

- **for the reason of because**
- **in actual fact**
- **red in color**
- **large in size**

Shortened

because
in fact
red
large

- These were the good days, so **that's why** I remember this mountain.
These were the good days, **so** I remember this mountain.
- John Rivers ignored Ralston and went **in direct way** to Chips.
John Rivers ignored Ralston and went **direct** to Chips.

TEXTUAL SUPPORT

1. National machine and equipment may replace foreign machines the reason is because they are superior to foreign equipment.
National machine and equipment may replace foreign machines **because** they are superior to foreign equipment.
2. All remained quiet with the exception of the slave.
All remained quiet **except** the slave.
3. I sing for the purpose of this land where my fathers died.
I sing **for this** land where my fathers died.

MISCELLANEOUS MISTAKES

UNIT -3

Rule No. 14(A)

(Run-on)

If two independent clauses are written together without any intervening punctuation mark, it is called a run-on sentence which is wrong.

Rule No. 14(B)

(Comma Splice)

If two independent clauses are written together with intervening punctuation mark comma only, it is called a comma splice which is wrong.

Run-on sentences and comma splice can be corrected by using:

- full stop
- semi-colon
- colon
- comma + (FANBOYS)
- subordinating conjunction

- ✗ I love to write I will write a book one day.
- ✓ I love to write. I will write a book one day.
- ✓ I love to write; I will write a book one day.
- ✓ I love to write: I will write a book one day.
- ✓ I love to write, so I will write a book one day.
- ✓ I will write a book one day because I love to write.

It is nearly half past five, we cannot reach town before dark. (Incorrect)

It is nearly half past five, so we cannot reach town before dark. (Correct)

It is nearly half past five, we cannot reach town before dark. (Correct)

TEXTUAL SUPPORT

1. I shall try to remember those older faces of yours it's just possible I shan't be able to. I shall try to remember those older faces of yours, but it's just possible I shan't be able to.
2. He read the Times every morning—very thoroughly; he also began to read detective stories. He read the Times every morning—very thoroughly, he also began to read detective stories!
3. The water was a good 46 meters below, and there was neither rope nor bucket!
4. There were no more diseases after zymosis so I concluded there was nothing else the matter with me.

Rule No. 15

A fragment resembles a sentence, but it should not be confused with a complete sentence because it does not contain either a main verb or main clause.

UNIT -3

Sentence

Subject

Pred.

- ✓ The boy sitting on the
- ✓ The boy was sitting o
- ✓ The boy sitting on th

TEXTUAL SUPPORT

1. A chance to buy the
2. There was a chance
3. Only a thousand c

The drab interior

It was a drab

Midwest.

Rule No. 16

Parallelism is the similarity in their c This sameness rhythm and flow

- The useful him
- either----o
- neither---
- not only-
- than

Sentence

Subject Predicate

- The boy sitting on the fire escape, dropping water balloons on the pedestrians below.
- ✓ The boy was sitting on the fire escape, dropping water balloons on the pedestrians below.
- ✓ The boy sitting on the fire escape was dropping water balloons on the pedestrians below.

TEXTUAL SUPPORT

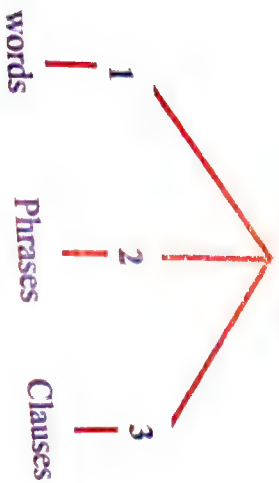
1. A chance to buy that cottage on the Island.
There was a chance to buy that cottage on the Island.
2. Only a thousand of us here.
Only a thousand of us **are** here.
3. The drab interior of a bus station along a deserted highway somewhere in the Midwest.
It was a drab interior of a bus station along a deserted highway somewhere in the Midwest.

Rule No. 16

Parallelism is the use of **words, phrases, and clauses** that are grammatically the same or similar in their construction and sound. This sameness of a word, phrase, or a clause not only gives the sentence a balance, but rhythm and flow as well.

The useful hints in maintaining parallelism are:

- either-----or
- neither-----nor
- not only----- but also
- than

PARALLELISM

- either-----or
 - neither-----nor
 - not only----- but also
 - than
- ✓ Their faces were covered with flies completely and constantly.

MISCELLANEOUS MISTAKES

UNIT -3

- ✓ It is better for me to die **than** to shed the blood of innocent boy.
- ✓ He found out that the boy's name was Linford **and** that he lived in Shropshire.

TEXTUAL SUPPORT

1. She **cooked** the food, **makes** the cocoa and **set** the table.
She **cooked** the food, **made** the cocoa and **set** the table.
2. It is better for me to die **than** shedding the blood of an innocent boy.
It is better for me to die **than** to shed the blood of an innocent boy.
3. He was perhaps even more of a patriot **than** a scientist.
He was perhaps even more of a patriot **than** of a scientist.
4. Will you open it now by yourself, or we shall have to open it for you?
Will you open it now by yourself, **or** shall we have to open it for you?
5. He mentioned he had been at Brookfield for forty-two years, **and** that he had been happy there.
He mentioned that he had been at Brookfield for forty-two years, **and** that he had been very happy there.
6. Wherever he went and whatever **said**, there was laughter.
Wherever he went and **whatever he said**, there was laughter.
7. After saving some money **and** to gain experience in the business, he returned to the village.
After saving some money **and** gaining experience in the business, he returned to the village.
8. I'm saying that they're probably doing it for some research project, that they want to know about people's reaction, **and they are** just saying someone would die.
I'm saying that they're probably doing it for some research project, that they want to know about people's reaction, **and that they are** just saying someone would die.

PAST PAPER QUESTION

Suddenly he stopped at the edge of the meadow, taking his pocket knife from his pocket, and

- A) cut a wisp of alfalfa.
D)

B)

C)

B- (took his pocket knife)

Rule No. 17 (MODIFIER)

Modifier is a word or group of words that gives additional information about another word
Modifiers can be:

- Adjectives (the fierce dog)
- Adverbs (the dog barked loudly),
- Phrases (the dog with a short tail)
- Clauses (The dog that you bought)

UNIT -3

MODIFIERS



Misplaced Modifier is a modifier that modifies or describes.

- The soup was served.
- ✓ The **soup** in large

MODIFIERS



Dangling Modifier

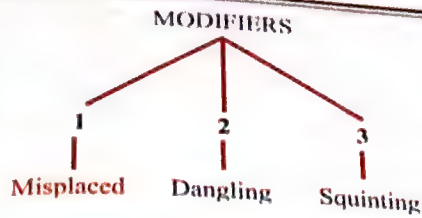
- While v (here v)

- ✓ While
- ✓ While

- Op
- ✓ O

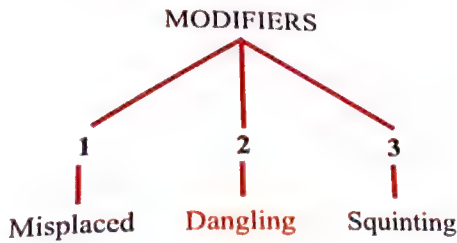
UNIT -3

MISCELLANEOUS MISTAKES



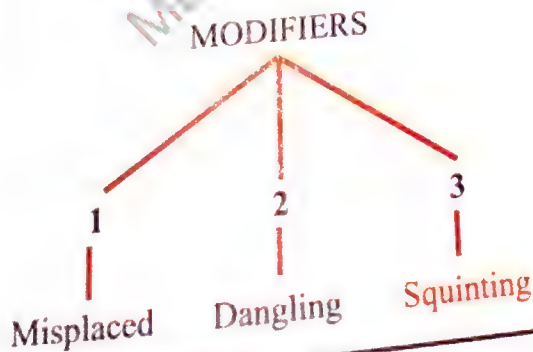
Misplaced Modifier is a word, phrase, or clause that is improperly separated from the word it modifies or describes.

- The soup was served to the **guests** in large mugs.
- ✓ The **soup** in large mugs was served to the guests.



Dangling Modifier is a participle that relates to a noun that is not mentioned.

- While walking home, my phone rang. **x**
(here *walking* is a dangling participle)
- ✓ While I was walking home, my phone rang.
- ✓ While walking home, I heard my phone rang.
- Opening the door, the package was picked up by Norma.
- ✓ **Opening** the door, **Norma** picked up the package.



UNIT -3

MISCELLANEOUS MISTAKES

Squinting modifier is a type of misplaced modifier. A squinting modifier makes the meaning of a sentence ambiguous because it is unclear whether it modifies text before it or after it.

- Taking a moment to think **clearly** improves your chances.
(In this example, the adverb **clearly** is a **squinting modifier**. It is unclear whether it modifies to think or improves.)
- She told me **yesterday** she saw a prince in her dream. (**Incorrect**)
Yesterday, she told me she saw a prince in her dream. (**Correct**)

TEXTUAL SUPPORT

1. Having settled on the culture plate, the growth began.
Having settled on the culture plate, **the mould** began to grow.
2. He must take everyone by surprise quickly he must show that there was no nonsense about him.
Quickly, he must take everyone by surprise; he must show that there was no nonsense about him.
3. As doctors do often I took a trial shot at it as a point of departure.
As doctors **often do**, I took a trial shot at it as a point of departure.
4. In the delirium of his death struggles, his innocence kept claiming.
In the delirium of his death struggles, **he kept claiming** his innocence.

PAST PAPER QUESTION

- A) **Reaching** for the book, **the ladder** slipped out from under him.
B) **Reaching** for the book, **the ladder** slipped out from him.
C) When he reached for the book, **the ladder was slipped** out from under him.
D) When he was trying to reach for the book, **the ladder slipped** from under him.

(2009)

4 UNIT

In this unit, we will study
are:

- Noun and its
- Noun and No
- Noun and P
- Noun and i
- Noun vers

OUTLINE:

Collect

Noun -
Rule-1
To mak
-sh, -x

Howe
Piano

• l

KE

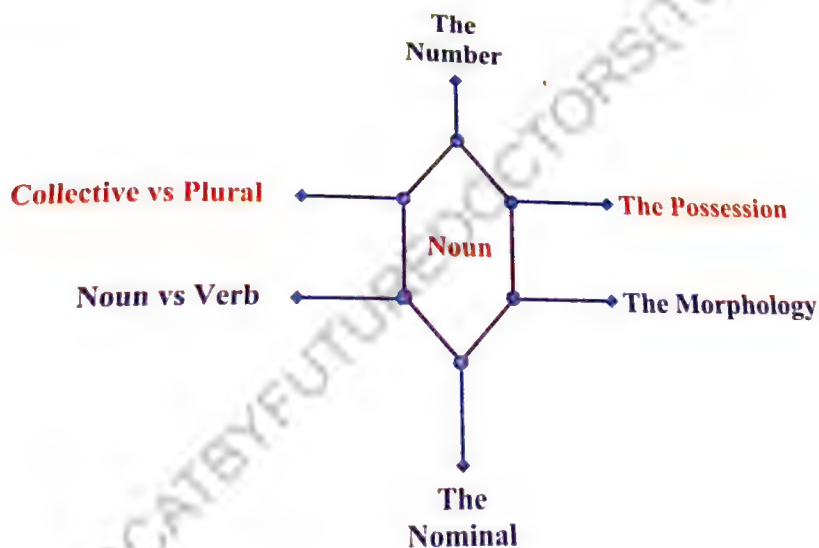
4 UNIT

NOUN

In this unit, we will study the mistakes related to nouns. The most frequent mistakes are:

- Noun and its number
- Noun and Nominals
- Noun and Possessive 's' (genitive)
- Noun and its kind
- Noun versus Verb

OUTLINE:



Noun – The Number

Rule-1

To make the plural form of a noun, we normally add -s or es. If a countable noun ends in -ch, -s, -sh, -x, -o, or -z, we add -es.

However, we add only 's' to the following words.

Piano (s) Logo (s) Radio (s) Canto (s) Zoo (s).

- In 1758 he published The Highlander, a heroic poem in six cantoes.
- In 1758 he published The Highlander, a heroic poem in six cantos.

UNIT -4

Beware

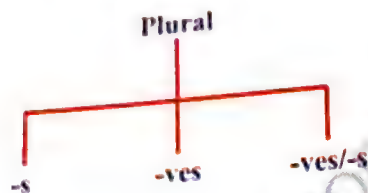
If the word ending in -ch "tʃ" (ʒ) sound, the plural is made by adding "-es".
Catch-----Catches; Pitch ----- Pitches

If the word ending in -ch "k" (ʃ) sound, the plural is made by adding only "-s".
Monarch----Monarchs; stomach, stomachs

TEXTUAL SUPPORT

1. Wozzeck repairs **watches**, **radios**, alarm clocks and sells jewelry.
Wozzeck repairs **watches**, **radios**, alarm clocks and sells jewelry.
2. The greater part of the peasant **masses** stay put and carry on their traditional, intensive labour.
The greater part of the peasant **masses** stay put and carry on their traditional, intensive labour.
3. You can go to **blazes** for all I care.
You can go to **blazes** for all I care.

Nouns ending in "f, fe, ef, ff"



Rule - 2

f/fe → ves

With some countable nouns ending in -f or -fe, we change the -f or -fe into -ves.
This group includes:

calf → calves
half → halves
leaf → leaves
self → selves
wife → wives

sheaf → sheaves
loaf → loaves
wolf → wolves
thief → thieves
knife → knives

Rule - 3

f/ff/ffe → s

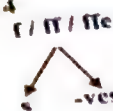
Some nouns ending in "f" "ff" "ffe" just add "s".
This group includes:

belief → beliefs
chef → chefs
chief → chiefs
café → cafes
safe → safes

proof → proofs
roof → roofs
tariff → tariffs
sheriff → sheriffs
giraffe → giraffes

UNIT -4

Rule - 4



With some nouns ending in -f, -ff, or -ffe
This group includes:

dwarf → dwarfs / dwarves
hoof → hoofs / hooves
scarf → scarfs / scarves
wharf → wharfs / wharves

Points to Ponder

The "staff" of an organ
in which notes are written

Examples:

- Giraves are very tall.
- Giraffes are very tall.
- The boy ate a loaf of bread.
- The boy ate a loaf of bread.

TEXTUAL SUPPORT

1. Kathie gave a loaf of bread to the boy.
2. Norma saw a loaf of bread.
3. On the way to school, Kathie saw a loaf of bread.
4. On the way to school, Kathie saw a loaf of bread.

Nouns ending in -f, -ff, -ffe

Rule-5

If a noun ends in -f, -ff, or -ffe

(baby - babies)

If a noun ends in -f, -ff, or -ffe

(toy - toys)

TEXTUAL SUPPORT

1. H
2. H

2. H

UNIT -4

Rule - 4

f / ff / ffe



NOUN

With some nouns ending in "f" both plural endings "s/ves" are acceptable.
This group includes:

| | |
|-------|------------------|
| dwarf | dwarfs / dwarves |
| hoof | hoofs / hooves |
| scarf | scarfs / scarves |
| wharf | Wharfs / wharves |

Points to Ponder

The "staff" of an organization has the plural "staffs", but the musical "staff" (the set of five lines in which notes are written) has the plural "staves".

Examples:

- Giraves are very social animals and roam around in groups.
- Giraffes are very social animals and roam around in groups.
- The boy ate two whole loafs of bread.
- The boy ate two whole loaves of bread.

TEXTUAL SUPPORT

1. Kathie gave him an outlook far beyond the rooves of Brookfield.
Kathie gave him an outlook far beyond the roofs of Brookfield.
2. Norma saw the card halves on the table.
Norma saw the card halves on the table.
3. On the walls, on shelves, are many odds and ends.
On the walls, on shelves, are many odds and ends.
4. October winds rustled the big leafs from the trees.
October winds rustled the big leaves from the trees.

Nouns ending in "-y"

Rule-5

If a countable noun ends in a consonant + -y, we form the plural by changing the -y to -ies
(baby - babies)

If a countable noun ends in a vowel + -y, we form the plural by adding only an "s".
(toy - toys)

TEXTUAL SUPPORT

1. He had acquired the right to those gentle eccentricitys.
He had acquired the right to those gentle eccentricities.
2. The daughter wove tapestrys and the sons played songs on flutes.
The daughter wove tapestries and the sons played songs on flutes.

UNIT -4

Nouns denoting "Nationalities"

Rule-6

The plural of nationalities depends on the final sound of the word.
Words ending in

- -an (American)
- -ian (Italian)
- -er (New Zeelander)
- -i (Pakistani)

require "s" to become plural

Rule-7

The words ending in

- -ese (Chinese),
- -ish (Danish),
- -iss (Swiss),
- -ch (French)"

do not change.

- The government wisely maintained cordial relations with the Russian.
- The government wisely maintained cordial relations with the Russians

TEXTUAL SUPPORT

1. The Vietnamese have withstood American technology.
The Vietnamese have withstood American technology.
2. The German are already beaten.
The Germans are already beaten.
3. The Chinese have introduced the smile policy.
The Chinese have introduced the smile policy.
4. Even during cruel wars the Turks and the Greek never hated each other.
Even during cruel wars the Turks and the Greeks never hated each other.

Foreign Nouns

Many words in English come from other languages, especially Latin (Fungus, Fungi) and Greek (Criterion, Criteria).

Some of the foreign nouns add "s" in the normal way for the plural, but some keep foreign form of plural.

Latin

| | | |
|------------|---|-----------|
| bacterium | → | bacteria |
| curriculum | → | curricula |
| syllabus | → | syllabi |
| radius | → | radii |

| | | |
|---------|---|----------|
| fungus | → | fungi |
| magus | → | magi |
| antenna | → | antennae |
| formula | → | formulae |

Greek

| | | |
|-----------|---|----------|
| basis | → | bases |
| crisis | → | crises |
| oasis | → | oases |
| criterion | → | criteria |

UNIT -4

Beware

The nouns "media and singular or plural verb

- Only science is n
- Only science is n
- The ring on the s
- The ring on the
- Insects sense da
- Insects sense d

TEXTUAL SUP

1. The criterion
2. The criterion
3. The basies
4. China has
5. Fermenta

Compound

Compound

- handph
- fire en
- runner
- lady-i

UNIT -4

Beware

The nouns "media and data" are the same in both singular and plural form, and may take a singular or plural verb, depending upon the situation.

- Only science is not sufficient for the explanation of all natural **phenomenons**.
- Only science is not sufficient for the explanation of all natural **phenomena**.
- The ring on the skin is caused by one of several **fungises** that grow on organic matter in the soil.
- The ring on the skin is caused by one of several **fungi** that grow on organic matter in the soil.
- Insects sense danger through their **antennas**.
- Insects sense danger through their **antennae**.

NOUN

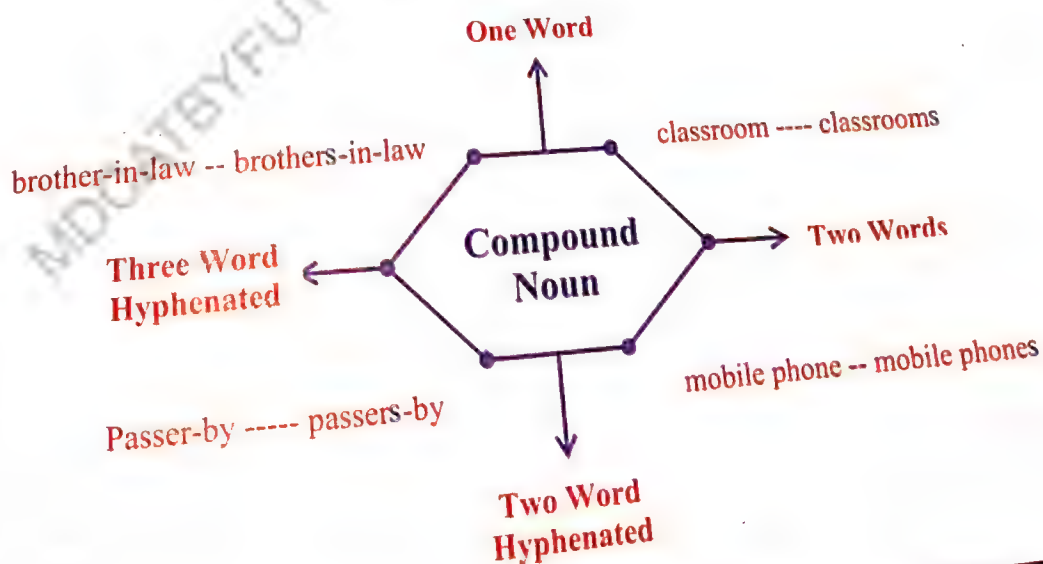
TEXTUAL SUPPORT

1. The **criteria**s of the judgment should not be the colour of their skin but the content of their character.
The **criterion** of the judgment should not be the colour of their skin but the content of their character.
2. The set was battery-operated, with thin wire as the recording **media**.
The set was battery-operated, with thin wire as the recording **medium**.
3. The **basies** for superstition are being overcome by using the scientific method.
The **bases** for superstition are being overcome by using the scientific method.
4. China has resolutely stood by us in every **crises**.
China has resolutely stood by us in every **crisis**.
5. Fermentation was due to **bacterias**.
Fermentation was due to **bacteria**.

Compound Noun

Compound Nouns are nouns that consist of two or more words.

- handpho**ne**s --- handpho**ne**s
- fire engi**ne** --- fire engi**ne**s
- runner-u**p** --- runners-u**p**
- lady-i**n**-waiti**ng** --- ladyes-i**n**-waiti**ng**



Greek
form

UNIT -4

Rule - 8

Many compound nouns are written as one word, and their plural is formed in the regular way.

- classroom --- classrooms
- dishwasher --- dishwashers
- screwdriver --- screwdrivers

Rule - 9

When the compound noun is written as two words, or as two words joined by a hyphen, add "s" to the second noun.

- book club --- book clubs
- fire engine --- fire engines
- Word-processor --- word-processors

Rule - 10

- A compound consisting of a noun + particle, in which "s" is added to the noun is an exception.

- passer-by -----passers-by
- runner-up -----runners-up

- A compound consisting of a verb + particle, in which "s" is added to the particle is an exception.
- Stand-in -----stand-ins

Rule - 11

With most compound nouns of three words or more, you add "s" to the first word which is usually a noun.

commander-in-chief -- commanders-in-chief
son-in-law ----- sons-in-law

Rule - 12

In some cases, the first word isn't a noun, and "s" comes at the end of the whole compound.

- forget-me-not --- forget-me-nots
- never-do-well --- never-do-wells

- The issue will be decided by the director generals.
- The issue will be decided by the directors general.

- Many germs killer are available in the market.
- Many germ killers are available in the market.

Plural with Partitives

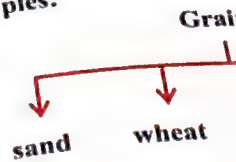
Plural of some nouns (sand, information, gold, stationery, paper, advice, work, etc.) can be made by the addition of expressions such as:

NOUN

UNIT -4

- a piece of, a grain of, an i
- a bar of, a glass of, a shee
- a slice of, a loaf of, head

Examples:



- grains of sand
- grains of wheat
- grains of salt
- grains of rice



- pieces of work
- pieces of advice
- pieces of work
- pieces of work

- Can I give you work?
- Can I give you advice?

TEXTUAL SU

1. I want a blue book.
I want a piece of paper.
2. The total number of grains of sand on all the beaches is infinite.
The total number of grains of sand is infinite.
3. Not till the sun comes out.
Not till the sun comes out.

Plural with

Rule - 13

Sometimes

- Group
- Group

UNIT -4

NOUN

- a piece of, a grain of, an item of
- a bar of, a glass of, a sheet of,
- a slice of, a loaf of, head of etc.

Examples:

Grains



- grains of sand
- grains of wheat
- grains of salt
- grains of rice

Piece



- pieces of work
- pieces of advice
- pieces of cloth
- pieces of land

- Can I give you **advices**?
- Can I give you **a piece of/a bit of** advice?

TEXTUAL SUPPORT

1. I want a blue suede shoes.
I want **a pair of** blue suede shoes.
2. The total number of stars in the universe is probably something like the total number of sands on all the seashores of the world.
The total number of stars in the universe is probably something like the total number of **grains of sand** on all the seashores of the world.
3. Not till days afterward did he realize that it had been April-foolery.
Not till days afterward did he realize that it had been **a piece of** April-foolery.

Plural with different Meaning

Rule - 13

Sometimes, an addition of an "s" to a noun changes its meanings altogether.

- Ground (solid Surface of the Earth)
- Grounds (reasons for something)

UNIT -4

Examples:

- Copper (metal)
- Coppers (coins)
- Wood (timber)
- Woods (forest)
- Sand (tiny particle of rock)
- Sands (deserts)

Water (drinkable liquid)
Waters (waves)
Iron (metal)
Irons (handcuffs)
Paper (material for writing)
Papers (newspaper)

- We make furniture out of many different **wood**.
- We make furniture out of many different **woods**.

TEXTUAL SUPPORT

1. This garden, proverbial for its extensive shades, falling water and soft breeze, was in the form of an amphitheatre.
This garden, proverbial for its extensive shades, **falling waters** and soft breeze, was in the form of an amphitheatre.
2. I ran off the road and into the **wood**.
I ran off the road and into the **woods**.
3. First let me have the work — shave, haircut, shampoo, massage.
First let me have the **works** — shave, haircut, shampoo, massage.

Rule - 14

"s" with nouns shows the whole family such as the **Bitterings**, the **Flemings**, the **Raos**, etc.

The **Tudor** have ruled England for decades.
The **Tudors** have ruled England for decades.

TEXTUAL SUPPORT

1. The **Fleming** were becoming a medical family.
The **Flemings** were becoming a medical family.
2. **James Dillingham Youngs** were very proud of two things which they owned.
The **James Dillingham Youngs** were very proud of two things which they owned.

Plural of Numbers

Numbers:

Words like **hundred**, **thousand**, **million**, **dozen**, etc. do not take "s" if written with some numerical value.

- Five **million** rupees
- Five **million** rupees

However, the words like **hundred**, **thousand**, **million**, **dozen**, etc. take "s" if not written with some numerical value.

- **Millions** of soldiers
- **Thousands** of refugees

UNIT -4

- **Hundred** of boys are coop
- **Hundreds** of boys are coc
- **Thousand** of liters of wa
- **Thousands** of liters of w

TEXTUAL SUPPORT

1. Last week I sent a **doz**
Last week I sent a **do**
2. Some said opportuni
Some said opportuni
3. Most of the stars are
Most of the stars are
4. Away from the fire
Away from the fire
5. Close up to them
Close up to them
6. Ascetic militant
Asian countries
Ascetic militant
Asian countries

PAST PAPERS C

You have put your

A)
Chips, thinking it

approved and als

Noun - Posses

Rule -1

Making Singu

For most sin
adding an ap

- The **pup**
- **James'**

- **James'**

Rule -2

Making P

Add just
possessiv

- The
- You
- The

UNIT -4

- **Hundred** of boys are cooped up in each class.
Hundreds of boys are cooped up in each class.
- **Thousand** of liters of water is supplied to the city.
Thousands of liters of water are supplied to the city.

NOUN

TEXTUAL SUPPORT

1. Last week I sent a **dozens** photographs of myself, signed, to a charity bazaar.
Last week I sent a **dozen** photographs of myself, signed, to a charity bazaar.
2. Some said opportunity was required for success, and **million** never had it.
Some said opportunity was required for success, and **millions** never had it.
3. Most of the stars are so large that **hundred of thousands** of earths could be packed inside each.
Most of the stars are so large that **hundreds of thousands** of earths could be packed inside each.
4. Away from the fires there is this unimaginable cold of **hundred of** degrees of frost.
Away from the fires there is this unimaginable cold of **hundreds of** degrees of frost.
5. Close up to them there is a temperature of **thousand of** degrees.
Close up to them there is a temperature of **thousands of** degrees.
6. Ascetic militant Chinese have gone straight to the roots of the problems that have plagued Asian countries for **thousand of** years.
Ascetic militant Chinese have gone straight to the roots of the problems that have plagued Asian countries for **thousands of** years.

PAST PAPERS QUESTIONS:

You have put your life in his hands many a times. (D-time) (2015)

A) B) C) D)

Chips, thinking it over a good many time, always added to himself that Kathie would have

A)

B)

C)

approved and also have been amused.

(A- a good many times)

(2015)

D)

Noun – Possession

Rule -1

Making Singular Nouns Possessive

For most singular and plural nouns that don't end in "s," you can make them possessive by adding an apostrophe and an "s" to the end.

- The **puppy's** collar is red.
- **James' book** will be published next month.
or
- **James's book** will be published next month.

Rule -2

Making Plural Nouns Possessive

Add just an **apostrophe** to the end of plural nouns that already end in "s" to make them possessive.

- The **companies' workers** went on strike together.
- You need to clean out the **horses' stalls**.
- The two **countries' armies** amassed on the border.

UNIT -4

Rule -3

Hyphenated Nouns and Compound Nouns

Compound words and hyphenated words can be tricky.

Add the **apostrophe + "s"** to the end of the compound words or to the last word in hyphenated nouns.

- My **mother-in-law's** recipe for meatloaf is my husband's favorite.
- The United States Postal **Service's** stamps are available in rolls or packets.

Rule - 4

When Multiple Nouns Share Possession

If two or more nouns share ownership, indicate the possession **only once**, and on the final noun in the group. Make sure to add the **apostrophe + "s"** to the last noun only.

- Jack and Jill's **pail** of water is prominently featured in the nursery rhyme.
- Ross, Joey, and Chandler's **adventures** are hilarious.

Rule - 5

Multiple Nouns with Separate Ownership

When two or more nouns indicate ownership, but the ownership is separate, **each noun gets the apostrophe + "s"** to indicate separate possession.

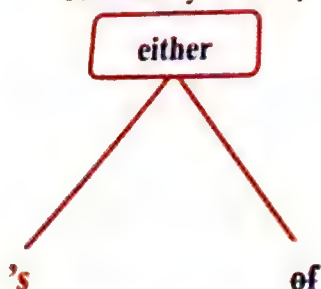
- Lucy's and Ricky's **dressing rooms** were painted pink and blue.
(Each person had his or her own dressing room.)
- You'll find different beautiful artworks in **David's and Jeffrey's houses**.
(Each artist has a separate house.)

Rule - 6



Nouns such as **doctor, Britain, daughter, father, etc.** show their possession by the addition of apostrophe + s ('s) or "of".

- Film's hero or hero **of** film.
- Car's safety or safety **of** car.



NOUN

UNIT -4

With words such as girl

- The woman's weight
- Girl's work

Rule -7:

"s" is used with time

- Yesterday's work
- two weeks' work

- The students' grades

- ✓ The students' grades

- His name was

- ✓ His name was

Rule -8:

We use 's with in

Examples:

The **children's** toys

They have no

Rule -9:

In short answers

- Is that yours?

- ✓ Is that yours?

Rule -10:

We use **po**

- It's important

- ✓ It's important

Rule -11:

When we

- Whose book is this?

- ✓ Whose book is this?

Rule -12:

We do

- Is this your book?

- ✓ Is this your book?

- I

- ✓ I

Rule -13:

We

no

-

- ✓

Rule -14:

We

no

-

- ✓

UNIT -4

With words such as girl, man, woman, etc. we use only apostrophe + s ('s).

Rule -7:

"'s" is used with time expressions such as

- The woman's weight
- Girl's work
- Yesterday's work
- two weeks' work
- The students get two months vacation annually.
- ✓ The students get two months' vacation annually.
- His name was on list's top.
- ✓ His name was on the top of the list.

Rule -8:

We use 's with irregular plural nouns (e.g. children, men, people, women):

Examples:

The children's parents decided which university they would go to.
They have no respect for other people's property.

Rule -9:

In short answers, we can omit the noun if it is not necessary to repeat it:

- Is that your coat? No, it's Sandra's coat.
- ✓ Is that your coat? No, it's Sandra's.

Rule -10:

We use possessive 's with words such as one, anyone, someone, anybody, somebody:

- It's important to know ones rights as a tenant.
- ✓ It's important to know one's rights as a tenant.

Rule -11:

When we use else with these words, the 's is added to else:

- Why didn't you come? Everyone else husband was there.
- ✓ Why didn't you come? Everyone else's husband was there.

Rule -12:

We don't use 's with possessive pronouns:

- Is that dog your's?
- ✓ Is that dog yours?

- I think that car is theirs'.
- ✓ I think that car is theirs.

Rule -13:

We can talk about possession using the pattern:

noun phrase + of + possessive pronoun:

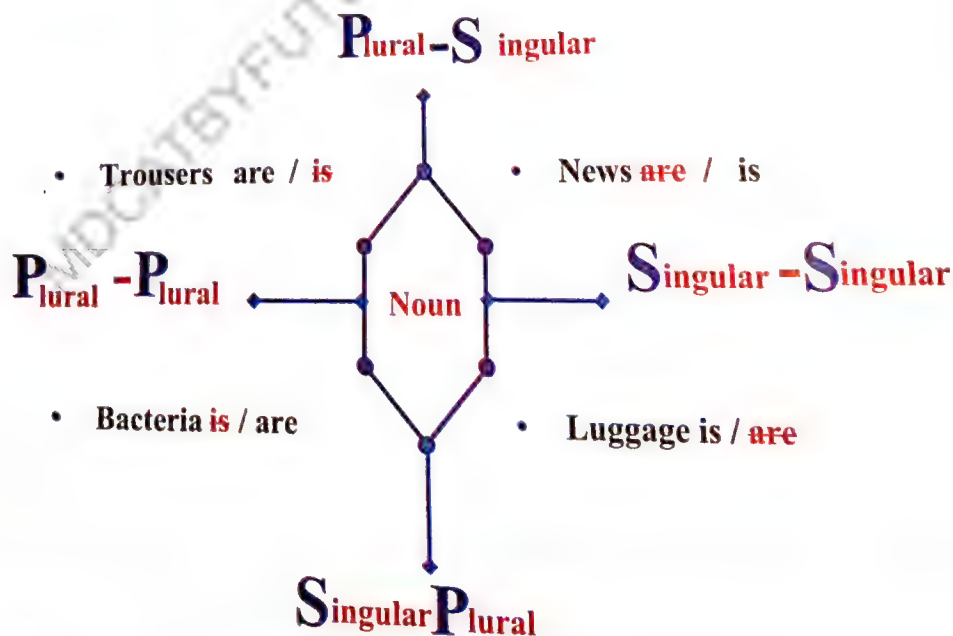
- A friend of mine told me that all of the tickets have already sold out.

UNIT -4

TEXTUAL SUPPORT

1. You did all this against your **doctor** advice.
You did all this against your **doctor's** advice.
2. Not all the people agreed on the **report** conclusion.
Not all the people agreed on the **report's** conclusion.
3. A team from the mission should come up to Brookfield and play one of the **Schools** elevens at soccer.
A team from the mission should come up to Brookfield and play one of the **School's** elevens at soccer.
4. The desert's travel stress had affected him physically.
The **stress of desert** travel had affected him physically.
5. The old man in his brilliant uniform appeared between them for the crowning of his **life** work.
The old man in his brilliant uniform appeared between them for the crowning of his **life's** work.
6. He had jumped bare-footed from the **drivers** cabin on one occasion.
He had jumped bare-footed from the **driver's** cabin on one occasion.
7. The ushers collected my piece of foolscap with all the others and carried it up to the **Headmaster** table.
The ushers collected my piece of foolscap with all the others and carried it up to the **Headmaster's** table.
8. As she hung up, she remembered **Arthurs** life-insurance policy for \$25,000.
As she hung up, she remembered **Arthur's** life-insurance policy for \$25,000.
9. He discovered the **body's** natural armour against disease.
He discovered the **body's** natural armour against disease.
10. Three English people attempted to cross the desert with **one day** water-supply.
Three English people attempted to cross the desert with **one day's** water-supply.

Noun - Morphology



UNIT -4

Plural - Singular

Following nouns appear

List - 1:

Names of books:
The Gulliver's Travels

List - 2:

Name of subjects:
mathematics, statistics

List - 3:

Name of diseases:
measles, mumps,

List - 4:

Plural names of
the United States

List - 5:

Names of some
billiards, gymnastics

List - 6:

Miscellaneous
wages, new

Singular -

The following
cattle, fol

Singular

Following

Whole
baggage
makeup

ii. Flu

coffee

iii. S

ice,

iv. S

ste

UNIT -4

Plural - Singular

NOUN

Following nouns appear to be plural because of their ending "s", but actually they are singular.

List - 1:

Names of books:

The Gulliver's Travels, the Arabian Nights, etc.

List - 2:

Name of subjects:

mathematics, statistics, ethics, politics, civics, etc.

List - 3:

Name of diseases:

measles, mumps, rabies, aids, rickets, shingles, etc.

List - 4:

Plural names of countries:

the United States, the Maldives, etc.

List - 5:

Names of some games:

billiards, gymnastics, athletics, dominoes, etc.

List - 6:

Miscellaneous

wages, news, tidings, series, innings, means, summons, gallows, etc.

Singular - Plural

The following words are plural and have no singular form:
cattle, folk, people, the police, vermin, bacteria, criteria, etc.

Singular - Singular

Following are the nouns which are always singular.

Whole Groups made up of Similar Items:

baggage, clothing, equipment, furniture, garbage, hardware, jewelry, junk, luggage, machinery, makeup, money/cash/change, postage, scenery, stuff, traffic, accommodation, etc.

ii. Fluids:

coffee, tea, milk, oil, soup, gasoline, blood, etc.

iii. Solids:

ice, bread, butter, cheese, meat, gold, iron, glass, paper, wood, cotton, wool, etc.

iv. Gases:

steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.

UNIT -4

v. Particle:

rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc.

vi. Abstractions:

beauty, confidence, courage, education, happiness, health, honesty, hospitality, etc.

vii. languages:

Arabic, Chinese, English, Spanish, Urdu, Punjabi, Sindhi, etc.

Examples:

- Workers at the factory wear protective **clothings**.
- Workers at the factory wear protective **clothing**.
- There **were** **garbages** strewn around everywhere.
- There **was** **garbage** strewn around everywhere.
- I don't believe in all that **stuffs** about ghosts.
- I don't believe in all that **stuff** about ghosts.
- There **are** always a lot of **traffics** in Lahore at this time of day.
- There **is** always a lot of **traffic** in Lahore at this time of day.

TEXTUAL SUPPORT

- One did find oneself waiting for the taxi that was to convey the family and its **luggages** to the railway station.
One did find oneself waiting for the taxi that was to convey the family and its **luggage** to the railway station.
- It is against the law to throw **garbages** in the streets.
It is against the law to throw **garbage** in the streets.
- I like for us to have a nicer apartment, nicer **furnitures**, nicer clothes, and a car.
I like for us to have a nicer apartment, nicer **furniture**, nicer clothes, and a car.
- He picked up the **luggages** in his cold hands.
He picked up the **luggage** in his cold hands.
- The allies superseded the normal **machineries** of the government.
The allies superseded the normal **machinery** of the government.
- I don't fit into the **sceneries** around here.
I don't fit into the **scenery** around here.
- There was plenty of **shrapnels** falling about outside.
There was plenty of **shrapnel** falling about outside.

Plural - Plural

Paired Noun

Two special groups of nouns are usually plural nouns referring to clothes and some other things that people wear, and nouns referring to tools and some other things that people use.

i. Some plural nouns which refer to **clothes** and other things that people wear:

braces, glasses, jeans, knickers, leggings, overalls, panties, pants, pajamas, shorts, spectacles, etc.

NOUN

UNIT -4

ii. Plural nouns which refer to tools and some other things that people use:
binoculars, clipper, tweezers, etc.

iii. Other nouns which refer to things that people use:
belongings, outfit, etc.

Examples:

- Please ensure that the **binoculars** are clean.
- Please ensure that the **clipper** is sharp.
- They live in a **house**.
- They live in a **house**.
- I'll have to **buy** some **belongings**.
- I'll have to **buy** some **belongings**.

TEXTUAL SUPPORT

- He examined the **binoculars**.
He examined the **binoculars**.
 - Thank** you for the **gift**.
Thanks for the **gift**.
 - I keep my **belongings** in a **box**.
I keep my **belongings** in a **box**.
 - It is the **best** of **times**.
It is the **best** of **times**.
 - I hunt for **game**.
I hunt for **game**.
- Both Singular and Plural**
The plural of **aircraft** is **aircraft**.

You use **tools** to **work**.

- To **work** you need **tools**.
- To **work** you need **tools**.
- To **work** you need **tools**.
- To **work** you need **tools**.

TEXTUAL SUPPORT

- 1.
- 2.

UNIT -4

ii. Plural nouns which refer to *tools* and other things that people use:
binoculars, clippers, compasses, nutcrackers, pincers, pliers, scales, scissors, shears, tongs, wrenches, etc.

NOUN

iii. Other nouns which are always plural in form:
belongings, outskirts, clothes, premises, congratulations, savings (money), earnings, stairs, etc.

Examples:

- Please ensure that you take all your **belonging** with you as you leave the aircraft.
Please ensure that you take all your **belongings** with you as you leave the aircraft.
- They live on the **outskirt** of Frankfurt, almost in the countryside.
They live on the **outskirts** of Frankfurt, almost in the countryside.
- I'll have to go **upstair** and change.
I'll have to go **upstairs** and change.

TEXTUAL SUPPORT

1. He examines the **shear, clipper**, and combs.
He examines the **shears, clippers**, and combs.
2. **Thank** be to Allah for having placed the sea between us and such a foe.
Thanks be to Allah for having placed the sea between us and such a foe.
3. I keep my money in cash in my trousers pocket and my **saving** in silver dollars in a sock.
I keep my money in cash in my trousers pocket and my **savings** in silver dollars in a sock.
4. It is the doctor and his **belonging** which carry the germs from the diseased to the healthy woman.
It is the doctor and his **belongings** which carry the germs from the diseased to the healthy woman.
5. I hung on the **outskirt** of a crowd around an ice-cream barrow.
I hung on the **outskirts** of a crowd around an ice-cream barrow.

Both Singular and Plural

The plural of some nouns is same as the singular.

aircraft, bison, heron, salmon, deer, sheep, trout, carp, etc.

You use the plural form **fishes** when you are talking about different kinds of fish.

- We are studying the various **fishes** of the Indian Ocean.
- Tom's sister came with all her **offsprings**.
- ✓ Tom's sister came with all her **offspring**.
- They flew in two flights of three **aircrafts**.
- ✓ They flew in two flights of three **aircraft**.

TEXTUAL SUPPORT

1. This protective treatment has safeguarded millions of **sheeps** and cattle from the disease.
This protective treatment has safeguarded millions of **sheep** and cattle from the disease.
2. Sleeping sickness was conveyed by a **specie** of tsetse-fly.
Sleeping sickness was conveyed by a **species** of tsetse-fly.

UNIT -4

The Nominal Adjective

Some adjectives are used as nouns ('the poor', 'the blind', 'the insane') and some past participles are used as nouns ('the retired', 'the disabled', 'the uneducated'). These words are nearly always used with *the* and refer to all the members of a class or group.

Rule

We do not add an "s" to make the plural of the nominal adjectives such as *the poor*, *the rich*, *the brave*, *the honest* and participial adjective such as *the retired*, *the injured*, *the uneducated*, etc.

- *The injureds* were taken to hospital.
The injured were taken to hospital.
- Why do *the blinds* receive such little sympathy?
Why do *the blind* receive such little sympathy?

Collective Noun

Collective nouns are words for group of people or things. The typical collective noun is a body made up of individual people. Collective Nouns can be considered singular or plural.

Some collective nouns are always used in plural form. They don't have any plural form.

- *clergy*, *people*, *police*, *poultry*, *gentry*, *vermin*, etc.

- Whose *cattles* are these?
- Whose *cattle* are these?

Some common Collective Nouns are:

| | |
|-----------------------------|---------------------------|
| a <i>pile</i> of books | a <i>flock</i> of birds |
| a <i>pack</i> of cards | a <i>litter</i> of cubs |
| a <i>clutch</i> of eggs | a <i>gaggle</i> of geese |
| a <i>bunch</i> of flowers | a <i>swarm</i> of bees |
| a <i>row</i> of houses | a <i>troop</i> of monkeys |
| a <i>pile</i> of newspapers | a <i>flock</i> of sheep. |

Noun vs Verb

mean

means

- **Mean** (verb) means to have something as a meaning; to represent something.
- **Means** (noun) means a way of achieving or doing something.

- What do you *means*?
- ✓ What do you *mean*?

- They are using peaceful *mean* to achieve their aims.
- ✓ They are using peaceful *means* to achieve their aims.

remain

remains

UNIT -4

Remain (verb) mean
Remains (noun) me

- She fed the rem
- ✓ She fed the rem

summon

- Summons (no
- Summon (ve

- The police h
- ✓ The police l

effect

Affect is near
Compare:

- The new
- The new

advice

Advice is

- She gi
- Can y

- I'd st
- I'd s

halve

Halve

If they

Half (

Impro

The p

The

Bat

•

✓

•

✓

✓

K

NOUN

ist participles
or group.

the rich, the
ted, etc.

is a body

UNIT -4

Remain (verb) means to continue to exist.

Remains (noun) means the parts of something that are left after the other parts have been used

- She fed the **remain** of her lunch to the dog.
- ✓ She fed the **remains** of her lunch to the dog.

summon

summons

- **Summons** (noun) means an order to appear in court
- **Summon** (verb) means to order somebody to come to you
- The police have been unable to serve a **summon** on him.
- ✓ The police have been unable to serve a **summons** on him.

effect

affect

Affect is nearly always a verb. The noun is normally **effect**.

Compare:

- The new tax laws are likely to **affect** exports.
- The new tax laws are likely to have an **effect** on exports.

advice

advise

Advice is a noun, and **advise** is a verb.

- She gives really good **advice**.
- Can you **advise** me?
- I'd strongly **advise** against making a sudden decision.
- I'd strongly **advise** against making a sudden decision.

halve

half

Halve (verb):

If they defend better, they can **halve** the amount of goals they concede.

Half (noun):

Improving their defence would reduce the goals they concede by **half**.

The potatoes will cook more quickly if you **half** them before you put them in the oven.

The potatoes will cook more quickly if you **halve** them before you put them in the oven.

bath

bathe

Bath is a noun and **bathe** is a verb.

- He took a **bath**.
- ✓ He took a **bath**.
- Children like to **bath** in the rain.
- ✓ Children like to **bathe** in the rain.

UNIT -4

breath

breathe

- Breath is noun, and breathe is a verb.
- She was dizzy and short of **breathe**.
 - ✓ She was dizzy and short of **breath**.

envelope

envelop

- Envelope is a noun, and envelop is a verb.
- He put the **envelop** on the table.
 - He put the **envelope** on the table.

TEXTUAL SUPPORT

1. Ralston's straight words had, in some ways had, an **affect**.
Ralston's straight words had, in some ways had, an **effect**.
2. He set the **envelop** on the chair side-table.
He set the **envelope** on the chair side-table.
3. Her **breathes**, however, were coming faster and faster.
Her **breaths**, however, were coming faster and faster.
4. Cordova had almost three hundred public **bathes**.
Cordova had almost three hundred public **baths**.
5. In about half of these exceptional cases, he afterward rather wished he had taken her **advise**.
In about half of these exceptional cases, he afterward rather wished he had taken her **advice**.
6. He reached into an inside coat pocket and withdrew a small sealed **envelop**.
He reached into an inside coat pocket and withdrew a small sealed **envelope**.

PAST PAPER QUESTIONS:

The police, in their investigation, used coercive **measure** to get favorable statement from the accused.
A) B) C) D)

(A- measures)(2011)

Enlarged and beautified by later caliphs, al-Zahra became the nucleus of a royal suburb whose
A) B) C)

(C-remains) (2014)

remain, partly excavated in and after 1910, can still be seen.
D)

- A) E-mail is a relatively new **mean** of communication.
B) E-mail is a relatively new **mean to** communication.
C) E-mail is a relatively new **means of communication**.
D) E-mail is a relatively new means **to** communication. (2009)

- A) The **remains** of the body were thrown into the sea.
B) The **remain** of the body were thrown into the sea.
C) The remains of the body were thrown **to** the sea.
D) The remains of the body **was** thrown into the sea.

5 UNIT

The determiners A/A (article), before a noun, speaker, listener, who referred to is already known. When you have art

- Omission of
- Commission
- Overlapping

Outline:

what

Interrogat

m

Quantifiers:
heading: the

Articles:
The words
class. The
• a book
• an un
• the s

Why A
We use
people

5 UNIT

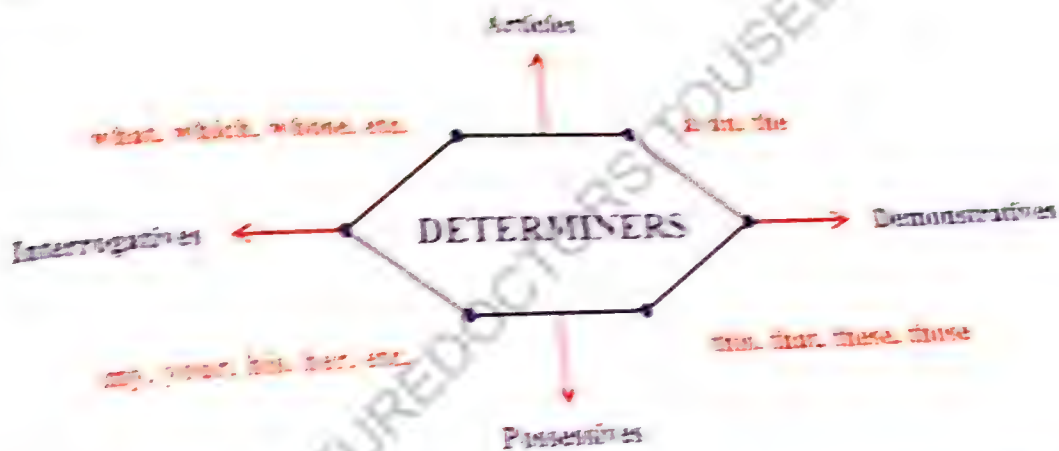
ARTICLES

The determiners *a*, *an* and *the* are called articles. These function words are indefinite articles. Before a noun, show that what is referred to is not already known to the speaker, listener, writer and/or reader. Whereas the definite article shows that what is referred to is already known to the speaker, listener, writer and/or reader.

When you have articles, you need to check up:

- Omission of articles
- Commission of articles
- Overlapping of articles

Outline:



Remember: We have already discussed these determiners in Agreement Mistakes under the heading: there should be an agreement between Noun and its Quantifiers.

Articles:
The words *a* and *an* are known as articles. The articles belong to the determiner word class. They are always followed by a noun.

- a book
- an umbrella
- the city

Why Articles?

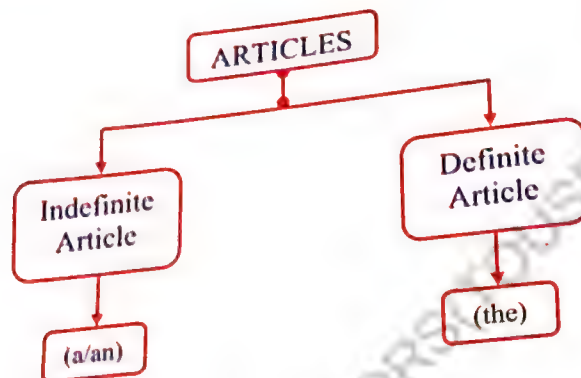
We use articles to show whether we are talking about particular people or things, or about people or things in general.

UNIT -5

As a general rule, singular countable nouns need an article or other determiner:

- a / the spoon (articles)
- one spoon (Quantifier)
- this spoon (Demonstrative)
- my spoon (Possessive)
- which spoon (Interrogative)

Article:



Indefinite Article
Where to use

A vs An:

Use of 'a or an' depends upon the sounds: vowels or consonants.

Vowel ('vaʊəl):

A vowel is a sound such as the ones represented in writing by the letters 'a', 'e', 'i', 'o' and 'u', which you pronounce with your mouth open, allowing the air to flow through it.

Consonant (kɒnsənənt):

A consonant is a sound such as 'p', 'f', 'n', or 't' which you pronounce by stopping the air flowing freely through your mouth.

Article 'An':

We use article "an" with the singular countable noun beginning with **vowel sounds**. (urdu)

- An apple
- An eagle
- An inkpot
- An orange
- An umbrella



ARTICLE

UNIT -5

Article 'A':

You use 'a' before countable nouns.

- a pen
- a fan
- a nut
- a train

Unusual A & An

Unusual 'an':

The consonant 'h' at the beginning of these words:

- an heir
- an honor
- an hour
- an honest man

Unusual 'a':

The vowels 'u' and 'o'. So, you use 'a' before these words:

- a European
- a university
- a union

Unusual 'a':

The word 'one' is used before a noun. ✓ a one man show

Rule - 1

Articles to repeat

You use a/an before a noun in a class:

- A child needs
- A person lives

TEXTUAL SENTENCES

1. Tyrant do
A tyrant c
2. "Son loo
"A son l
3. It is not
It is not

UNIT -5

Article 'A':

You use 'a' before countable nouns that begin with a consonant.

- a pen
- a fan
- a nut
- a train

ARTICLE



Unusual A & An

Unusual 'an':

The consonant 'h' at the beginning of the following words is silent. So, you use **an**, not **a**, before these words:

- an heir
- an honor
- an hour
- an honest man

Unusual 'a':

The vowels 'u' and 'eu' at the beginning of the following words sounds like the word 'you'. So, you use 'a' before them:

- a European
- a university
- a union

Unusual 'a':

The word 'one' sounds as if it begins with the consonant 'w', so you use 'a' before it.

- ✓ a one man show

Rule - 1

Articles to represent a class

You use **a/an** before singular countable nouns when you are referring to things or people as a class:

- A child needs love and care.
- A person lives in a house, but a mouse lives in a hole.

TEXTUAL SUPPORT

1. **Tyrant** does not remain in the world, but the curse on him abides for ever!
A **tyrant** does not remain in the world, but the curse on him abides for ever!
2. "Son looks to the affection of his parents," said the boy.
"A **son** looks to the affection of his parents," said the boy.
3. It is not **earthman's** house anymore.
It is not an **earthman's** house anymore.

UNIT -5

Rule - 2

Articles with e/o/u/ (vowels and consonants)

In most cases, the letters 'e/o/u' are pronounced as **vowels**. Use article 'an' before such letters.

- *an English lesson*
- *an only child* and
- *an umbrella*

But, sometimes the letters 'e/o/u' are pronounced as **consonants**. Use article 'a' before such letters.

- *a European*
- *a one-way street*
- *a university*

Examples

- Sending young people to prison is **a** enormous mistake.
- ✓ Sending young people to prison is **an** enormous mistake.
- All applicants must possess **an** university degree.
- ✓ All applicants must possess **a** university degree.

TEXTUAL SUPPORT

1. The stars travel through **an universe** so immense that one star cannot anywhere near to another.
The stars travel through **a universe** so immense that one star cannot come anywhere near to another.
2. They found a flimsy rocket frame rusting in **empty** shop.
They found a flimsy rocket frame rusting in **an empty** shop.
3. Mrs. Brool served there until **a uncle** in Australia left her a lot of money.
Mrs. Brool served there until **an uncle** in Australia left her a lot of money.
4. More thankless than a serpent's tooth is **ungrateful** child.
More thankless than a serpent's tooth is **an ungrateful** child.
5. It's **old-fashioned** shop, crowded with stuff not usually found in barber shops.
It's **an old-fashioned** shop, crowded with stuff not usually found in barber shops.
6. When Chips entered in the midst of the uproar there was **a instant** hush.
When Chips entered in the midst of the uproar there was **an instant** hush.
7. He reached into an inside coat pocket and withdrew **small** sealed envelope.
He reached into an inside coat pocket and withdrew **a small** sealed envelope.

ARTICLE

UNIT -5

Rule - 3

Article with 'h' (silent and)

h → silent

If a word begins with the

- *a hard question*
- *a huge house*

h → Pronoun

If a word begins with

- *an honest answer*
- *an hour's delay*

Example:

- He received **a** h
- ✓ He received **an**

TEXTUAL SUPP

1. I should have
I should have
2. He had never
He had never
3. Have you e
Have you e
4. It will be a
It will be a

Rule - 4

Articles with

We use **an** b

- *an M. Sc*
- *an 's'*

We use **a** b

- *a B. Sc*
- *a 'u'*

Example

- His n
- ✓ His n

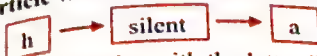
PAST

- A) Her
- B) Her
- C) Her
- D) He

UNIT -5

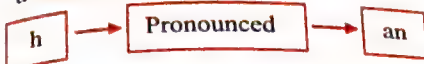
Rule - 3

Article with 'h' (silent and pronounced)



If a word begins with the letter 'h', we use **a** if the 'h' is pronounced.

- a **hard** question
- a **huge** house



If a word begins with the letter 'h', we use **an** if the 'h' is silent.

- an **honest** answer
- an **hour's** delay

Example:

- He received **a** honourable discharge from the army.
- ✓ He received **an** honourable discharge from the army.

TEXTUAL SUPPORT

1. I should have desisted and come back in **a** hour or more.
I should have desisted and come back in **an** hour or more.
2. He had never been inside **an** hospital before.
He had never been inside **a** hospital before.
3. Have you ever seen **an** hopper swarm on the march?
Have you ever seen **a** hopper swarm on the march?
4. It will be **a** honour, sir, to be your son.
It will be **an** honour, sir, to be your son.

Rule - 4

Articles with abbreviations

We use **an** before an abbreviation or a letter beginning with a vowel sound.

- an **M. Sc**
- an **'s'**

We use **a** before an abbreviation or letter beginning with a consonant sound.

- a **B. Sc**
- a **'u'**

Example:

- His name starts with **a** 'R'.
- ✓ His name starts with **an** 'R'.

PAST PAPER QUESTION

- A) Her father **is** a SP in the Punjab Police.
B) Her father **was** a SP in the Punjab Police.
C) Her father **is** an SP in the Punjab Police.
D) Her father **are** a SP in the Punjab Police. (2012)

UNIT -5

Rule - 5

Articles with numbers

We use **an** before a number beginning with a vowel sound.

- an 11
- an 80

We use **a** before a number beginning with a consonant sound.

- a 12
- a 30

Rule - 6

Articles with Common Nouns

| | |
|-----------|----------|
| a street | a school |
| a doctor | a nurse |
| a boy | a girl |
| a teacher | a book |
| a pen | a person |

You use **a/an** with things or people that are not unique, or when you are not specifying any particular person or thing from a number of possible ones:

- Do you want **an** apple, **a** pear or **an** orange?
- We ought to send for **a** doctor.

TEXTUAL SUPPORT

1. Please take **decision** without any delay.
Please take **a decision** without any delay.
2. Inside here is **key** to the bell-unit dome.
Inside here is **a key** to the bell-unit dome.
3. You may be afraid of Him to plot **a evil**.
You may be afraid of Him to plot **an evil**.
4. **A outpost** with a water-supply was found on one of Christopher's maps.
An outpost with a water-supply was found on one of Christopher's maps.

PAST PAPER QUESTIONS:

- A) Pakistan cricket team forged **an** impregnable lead.
B) Pakistan cricket team forged **the** impregnable lead.
C) Pakistan cricket team forged **against** impregnable lead.
D) Pakistan cricket team forged **on** impregnable lead. (2013)

- A) Pride was **an** intrinsic component of his personal makeup.
B) Pride **was a** intrinsic component of his personal makeup.
C) Pride **an** intrinsic component of his personal makeup.
D) Pride **were an** intrinsic component of his personal makeup. (2014)

UNIT -5

- A) In a short while **quies**
B) In a short while **quit**
C) In a short while **quies**
D) In a short while **quit**

4. There is terror **from**
melodrama - a dimly
promise of violent ac
D)

Rule - 7

Articles to make p

You use **a/an** before
thing **not known to**

- I've been visit
- I read somethi

Rule - 8

Articles with th

Typically, **a/an**
person or thing
used, for exampl

- 'Would you
- 'Where is t

Rule - 9

Articles to m

The definiti

- The inter
- I spent a
- I'll see y

Rule - 10

Articles wi

Several exp

- An unc

TEXTUA

1. You've
You've
2. You've
You've
3. Chip
Chip

UNIT -5

ARTICLE

- A) In a short while quite a large crowd had been collected.
B) In a short while quite a large crowd had collected.
C) In a short while quite large crowd had been collected.
D) In a short while quite the large crowd had been collected. (2016)

4. There is terror from the outset, and there are all components necessary to create a melodrama – a dimly-lit bus station, the storm accompanied by flashes of lighting and the promise of violent action or emotion. (C)
A) B) C) D)

(C - a storm)

Rule - 7

Articles to make persons or things unknown

You use a/an before countable nouns or noun phrases when you are referring to a person or thing not known to your hearer:

- I've been visiting a cousin in Thailand.
- I read something interesting in a magazine yesterday.

Rule - 8

Articles with the nouns mentioned for the first and second time

Typically, a/an is used when a thing or person is mentioned for the first time. When the person or thing is mentioned again, the definite article or another determiner, or a pronoun, is used, for example:

- 'Would you like to come to a party with me tonight?'
'Where is the party?'

Rule - 9

Articles to mean 'one'

The indefinite article a/an can be used to mean 'one' in expressing numbers and quantities:

- The interview lasted an hour.
- I spent a year abroad.
- I'll see you in a week.

Rule - 10

Articles with expressions of quantity

Several expressions of quantity use the indefinite article:

- An uncle in Australia left her a lot of money.

TEXTUAL SUPPORT

1. You've put your life in his hands many time.
You've put your life in his hands many a time.
2. You've put your life in his hands many time.
You've put your life in his hands many a time.
3. Chips thought it over good many times.
Chips thought it over a good many times.

ARTICLE

UNIT -5

Rule - 11

The **indefinite article** is used with the meaning 'every' or 'per' to express rate, cost and frequency:

- It is charged at the rate of 50p **a** minute.
- I visit my grandparents twice **a** week.

Rule - 12

Articles with linking verb

You use the **indefinite article** before countable nouns after a linking verb such as **be, become, seem, etc.**

- David is **a** doctor.
- Harry seems **a** nice guy.

Rule - 13

Articles with 'as' and 'like'

To describe the role of a person or thing using the prepositions '**as**' and '**like**', you need the **indefinite article**:

- The kitchen had to serve as **an** office.
- He treated me like **a** slave.

Rule - 14

Articles with Proper Noun to show strangeness

The **indefinite article** is sometimes used to refer to a **person** whose name you know, but whom you don't know personally:

- **A** Mr. Haley phoned and left a message for you.
- She was receiving a lot of e-mails from **an** Alexander.

Rule - 15

Article with a Famous Name

The **indefinite article** is sometimes used before a famous name, to mean an imaginary person with the qualities that made the original celebrity famous:

- Usman Buzdar can never be **a** Wasim Akram.

Rule - 16

Articles with nouns to mean a work by the noun

The **indefinite article** is sometimes used before the name of an artist, to mean a work by that artist:

- They own **a** William Shakespeare.

Rule - 17

Articles with nouns to refer a portion of something

The **indefinite article** is sometimes used to refer to **a portion** of something, especially a drink, that is usually uncountable:

- I asked for **a** tea and **a** coffee at the refreshments stall.
- I'll have **a** beer, please.

UNIT -5

Rule - 18

Articles with 'more'

We use article '**a**' with

- You must devel
- ✓ You must devel

TEXTUAL SUPP

1. Mr. Somervell
Mr. Somervell

2. Gorgious hit c
Gorgious hit

Rule - 19

(a/an vs One)

'one' (adjective)
One day he war

'one' can be us
month/year/su

- One night
- One winte

DEFINITE

Rule - 1

Articles with

You use '**th**'
introduced

- **A** girl
I had a

Rule - 2

Articles

You use

your hea

- May
- Sha
- Plea

Rule -

Articl

You u

Queen

- T
- I

KET

UNIT -5

Rule - 18

Articles with 'more' and 'most'

- We use article "a" with "more" and "most" when it means very.
- You must develop **most** sincere interest in studies.
 - ✓ You must develop **a most** sincere interest in studies.

ARTICLE

TEXTUAL SUPPORT

1. Mr. Somervell – the **most** delightful man – taught us English.
Mr. Somervell – **a most** delightful man – taught us English.
2. Gorgious hit on **most** extraordinary ambition.
Gorgious hit on **a most** extraordinary ambition.

Rule - 19

(a/an vs One)

'one' (adjective/pronoun) used with another/others:

One day he wanted his lunch early, **another** day he wanted it late.

'one' can be used before day/week/

month/year/summer/winter etc. to denote a particular time when something happened:

- **One night** there was a terrible storm.
- **One winter** the snow fell early.

DEFINITE ARTICLE

Rule - 1

Articles with already mentioned nouns

You use '**the**' before a thing or person when you mention them for a second time, having introduced them with a/an:

- **A** girl and **a** boy were playing nearby; **the** girl looked much younger than **the** boy.
I had **an** injury on my leg; **the** injury looked nasty.

Rule - 2

Articles with shared knowledge

You use '**the**' before a noun when you are talking about something or someone definite, and your hearers know which thing or person you mean:

- May I turn on **the** television?
- Shall I turn **the** radio off?
- Please close **the** door.

Rule - 3

Articles with Unique objects

You use '**the**' before a thing or person that is unique, such as **the sun, the earth, the devil, the Queen, etc.:**

- **The** moon was hidden behind a cloud.
- I glanced up at **the** Sky.

KETS - PREP BOOK

ARTICLE

UNIT -5

Rule - 4

Articles with Plurals

You use 'the' with plural nouns when you are referring to definite things, and people know which things you mean:

- The wheels are muddy.
- We 'd better wash the dishes.
- I've just been making the beds.

Rule - 5

You use 'the' with uncountable nouns when you are talking about a particular lot of something, and people know what you are referring to:

- Where's the sugar?
- The butter is melting.
- Put the salt on the table.

Rule - 6

Articles with Phrases and Clauses

You use 'the' not only when you are referring to a person or thing already known to your hearer, but also when you are in the process of identifying someone or something.

Rule - 6 (A)

- by means of a participle phrase placed after the noun:
- There's my fiancé, the man standing by the door.

Rule - 6 (B)

- by means of a prepositional phrase placed after the noun:
- Who's the lady in the red trouser suit?

Rule - 6 (C)

- by means of a relative clause:
- The shop that sells fabric remnants is closing down.
- I've found a copy of the recording you recommended.

Rule - 7

Articles with the Comparative Adjectives

You use 'the' with comparative adjectives used in pairs:

- The higher we go, the cooler it is.
- The is also used with comparative degree in the expression like 'of the two':
- She is the better of the two sisters.

TEXTUAL SUPPORT

The more unjust the king is, more troubled his country will be.

The more unjust the king is, the more troubled his country will be.

More the disease was cured, more it became painful.

The more the disease was cured, the more it became painful.

UNIT -5

Rule - 8

Articles with the Superlatives

You use 'the' with superlative adjectives. Which of you is the best? The largest dinosaur.

TEXTUAL SUPPORT

1. Once he raised a voice, once he raised a voice.
2. They hadn't forgotten, they hadn't forgotten.
3. I took the present, I took the present.

Past Paper Question
However, by being A)

Rule - 9

Articles for Countable Nouns

- The, like a, can be used with countable nouns.
- How did you like the book?
 - The gun was stolen.

Rule - 10

Articles with Uncountable Nouns

- 'The' can be used with uncountable nouns.
- They discussed the problem.

Rule - 11

Articles with Proper Nouns

- 'The' can be used with proper nouns.
- This is the capital of the country.
 - It ended the war.

Rule - 12

Articles with Instrumental Nouns

- When you use an instrumental noun, you use 'the'.
- Mic...
 - Sar...

UNIT -5

Rule - 8

Articles with the Superlative Adjectives

You use 'the' with superlative adjectives:
Which of you is **the best** runner?

The largest dinosaur had a disproportionately small head.

TEXTUAL SUPPORT

1. Once he raised a hand to touch **lowest** of the swings.
Once he raised a hand to touch **the lowest** of the swings.
2. They hadn't **foggiest** notion of what happened to this town or its people.
They hadn't **the foggiest** notion of what happened to this town or its people.
3. I took the prescription to a **nearest** chemist's and handed it in.
I took the prescription to **the nearest** chemist's and handed it in.

Past Paper Question:

However, by being so long in **lowest** form I gained an immense advantage over the cleverer boys.

A)

B)

C)

D)

(B-The lowest) (2018)

Rule - 9

Articles for Class Representation

The, like **a**, can be used before a noun to represent a whole class:

- How did people manage before the invention of **the computer**?
- **The gun** should be banished from our culture.

Rule - 10

Articles with Nationalities

'The' can be used before certain nationality:

- They disliked **the French**.

Rule - 11

Articles with Nominal Adjectives

'The' can be used before nominal adjectives to represent a whole class of people:

- This new legislation will help **the unemployed**.
- It encourages **the poor** to make war on **the rich**.

Rule - 12

Articles with Musical Instruments

When you are talking about people playing instruments, you usually put 'the' before the instrument:

- Michael plays **the violin**.
- Sara plays **the organ**.

UNIT -5

TEXTUAL SUPPORT

1. The sons were playing songs on flutes and pipes.
The sons were playing songs on **the flutes** and pipes.

Rule - 13

Articles with Proper Nouns

You use 'the' before the names of:

- **Seas** (the Red Sea)
- **Oceans** (the Pacific Ocean)
- **Heavenly Books** (the Holy Quran)
- **Mountain Ranges** (the Himalayas)
- **Newspaper** (The News)

You use 'the' before the names of:

- **Geographical Areas** (The Middle East)
- **Deserts** (The Sahara)
- **Mega Structures** (The Taj Mahal)
- **Heavenly Bodies** (the sun)
- **Rivers** (The Ravi)

TEXTUAL SUPPORT

1. Scarcely had Mustafa Kamal entered **Black Sea** than the authorities of Istanbul became suspicious of his intentions.
Scarcely had Mustafa Kamal entered **the Black Sea** than the authorities of Istanbul became suspicious of his intentions.
2. Six days later the advance guard of Turkish National forces drew within sight of **Mediterranean**.
Six days later the advance guard of Turkish National forces drew within sight of **the Mediterranean**.
3. On the 12th the Greeks crossed **Sakarya** and began to retire steadily.
On the 12th the Greeks crossed **the Sakarya** and began to retire steadily.
4. Los Angeles has solved the problem by bringing water to the city from **Colorado River**.
Los Angeles has solved the problem by bringing water to the city from **the Colorado River**.
5. **River Niger** is in the extreme south of the great desert.
The river Niger is in the extreme south of the great desert.
6. Hitch-hiking was the mode of travel that Robert Christopher decided to adopt in **Sahara**.
Hitch-hiking was the mode of travel that Robert Christopher decided to adopt in **the Sahara**.
7. I remember going to **British Museum** one day to read up the treatment for some slight ailment.
I remember going to **the British Museum** one day to read up the treatment for some slight ailment.
8. This was the only place on the mountain where **sun** could shine to the ground.
This was the only place on the mountain where **the sun** could shine to the ground.

UNIT -5

9. The malign
The malign
10. We put an
We put an
11. Grayson's
Grayson's
12. Chips wa
Chips wa
13. He had r
He had r
14. He likee
He likee
15. At the
Strasbu
At the
of Stra

Rule - 14
Articles

We use
last, the

- It w
- ✓ It w
- An
- ✓ An

TEXT

1. I
- I
2. I
- I
- 3.

4.

5.

6.

7.

UNIT -5

ARTICLE

9. The malign and mysterious influence of moon caused lunacy.
The malign and mysterious influence of **the moon** caused lunacy.
10. We put an ad in The O.K. by -Sea Gull.
We put an ad in The O.K. by **-the-Sea Gull**.
11. Grayson's father had sailed on Titanic.
Grayson's father had sailed on **the Titanic**.
12. Chips was taken to Great Exhibition as a toddling child.
Chips was taken to **the Great Exhibition** as a toddling child.
13. He had never visited Lake District since.
He had never visited **the Lake District** since.
14. He liked short leading articles in Times.
He liked short leading articles **in the Times**.
15. At the age of twenty-six Pasteur became Deputy Professor of Chemistry in University of Strasbourg.
At the age of twenty-six Pasteur became Deputy Professor of Chemistry in **the University** of Strasbourg.

Rule - 14

Articles with Ordinal Adjectives

We use **the** while using ordinal numbers such as **the first, the second, the third, the next, the last, the previous, the following, etc.**

- It was, nevertheless, a good school of **a second** rank.
- ✓ It was, nevertheless, a good school of **the second** rank.
- And **a next** day would be Christmas.
- ✓ And **the next** day would be Christmas.

TEXTUAL SUPPORT

1. I ploughed this mountain with cattle **first** time it was ever ploughed.
I ploughed this mountain with cattle **the first** time it was ever ploughed.
2. He died in the first week of **following** month.
He died in the first week of **the following** month.
3. As he came to **first** he looked up for a moment with a slightly sad expression towards the royal platform.
As he came to **the first** he looked up for a moment with a slightly sad expression towards the royal platform.
4. They were **first** to give Christmas gifts.
They were **the first** to give Christmas gifts.
5. Such coats are found in large bundles at **second** hand clothes' shops.
Such coats are found in large bundles at **the second** hand clothes' shops.
6. Up to **second** floor Della ran, and stopped to get her breath.
Up to **the second** floor Della ran, and stopped to get her breath.
7. The Girl looks to **First Man** who stands behind the Second Man.
The Girl looks to **the First Man** who stands behind the Second Man.

UNIT -5

8. Third Abd-al-Rahman, like his illustrious predecessor, was a young man.
The third Abd-al-Rahman, like his illustrious predecessor, was a young man.
9. The last I saw of London was the long line of electric lamps.
Last I saw of London was the long line of electric lamps.

Rule - 15

Articles with measuring units

We can use **by the** to say how something is measured such as:

- **by the kilogram**
 - **by the dozen**
 - **by the bucketful**
 - **by the liter**
 - **by the meter, etc.**
-
- Boats can be hired by **day**.
 - ✓ Boats can be hired by **the day**.
-
- Carpets are sold by **square metre**.
 - ✓ Carpets are sold by **the square metre**.

TEXTUAL SUPPORT

1. But to see boys by **dozen** take jobs lasting from six o'clock in the evening till two in the morning is a heartrending spectacle.
But to see boys by **the dozen** take jobs lasting from six o'clock in the evening till two in the morning is a heartrending spectacle.
2. It was common practice in many cities to bring water by **bucketful** for household use.
It was common practice in many cities to bring water by **the bucketful** for household use.

Rule - 16

Articles with Body Parts

A noun referring to a part of the human body can be used with **the** to refer to that part of anyone's body.

- Arteries supply **heart** with blood
- ✓ Arteries supply **the heart** with blood

TEXTUAL SUPPORT

1. He kissed **head** and eyes of the boy.
He kissed **the head** and eyes of the boy.
2. The woman still held him **by neck** in the middle of her room.
The woman still held him **by the neck** in the middle of her room.
3. That is the reason **hearts** of all the Muslims are perplexed.
That is the reason **the hearts** of all the Muslims are perplexed.

ARTICLE

UNIT -5

Rule - 17

Articles with Titles and O.
We use **the** with the name of the President, invention (The President), invention (The President), invention (The President).

- Queen had dinner with the President.
- ✓ The Queen had dinner with the President.

TEXTUAL SUPPORT

1. President of the United States had dinner with the President of the United States.
2. The Governor would have been in the Governor's office.
3. Chatteris fell ill in the Chatteris's office.
4. Sultan and Censor had dinner with the Sultan and Censor.
5. Mustafa Kamal had dinner with Mustafa Kamal.

Rule - 18

Generally, articles with illnesses such as

- **The Cholera**
 - ✓ **Cholera** is a disease.
-
- **Mumps** is a disease.
 - ✓ **The mumps** is a disease.

TEXTUAL SUPPORT

1. I had the cholera.
I had the cholera.
2. The mumps is a disease.

Rule - 19

If a disease is named after a person, an article is used.

- **Goose** is a disease.
- ✓ **The goose** is a disease.

If a disease is named after a person, an article is used.

- **W** is a disease.
- ✓ **The W** is a disease.

UNIT -5

Rule - 17

Articles with Titles and Organizations

We use **the** with the names of governmental bodies (*the FBI*), titles of officials (*the President*), invention (*The computer*).

- **Queen** had dinner with the President.
- ✓ **The Queen** had dinner with the President.

ARTICLE

TEXTUAL SUPPORT

1. **President** of the United State wants to know all about you.
The President of the United State wants to know all about you.
2. **Governors** would, of course, agree to your being adequately pensioned.
The Governors would, of course, agree to your being adequately pensioned.
3. Chatteris fell ill during **winter** of '17.
Chatteris fell ill during **the winter** of '17.
4. **Sultan and Central Government** are in enemy hands.
The Sultan and the Central Government are in enemy hands.
5. Mustafa Kamal was declared **President** and General Ismat Inonu, Prime Minister.
Mustafa Kamal was declared **the President** and General Ismat Inonu, the Prime Minister.

Rule - 18

Generally, articles are not used with the names of illnesses or diseases. But, there are some illnesses such as **The measles, the flu, the mumps**, which require **The**.

- **The Cholera** I had with severe complications.
- ✓ **Cholera** I had with severe complications.
- **Mumps** is an acute contagious disease.
- ✓ **The mumps** is an acute contagious disease.

TEXTUAL SUPPORT

1. I had **the Bright's** disease in the modified form.
I had **Bright's** disease in the modified form.
2. **The gout**, in its most serious, had seized me without my being aware of it.
Gout, in its most serious, had seized me without my being aware of it.

Rule - 19

If a direction (**north, west, south, east, left, and right**) directly follows a verb, we do not use an article with the direction.

- Go the east or west, we are the best.
- ✓ Go **east** or **west**, we are the best.

If a direction follows a preposition, we use **the**.

- The sun rises in east.
- ✓ The sun rises in **the** east.

UNIT -5

ARTICLE

- He left Pakistan to live in *the France*.
- ✓ He left Pakistan to live in *France*.
- He bade farewell to *United States* and went back to his homeland.
- ✓ He bade farewell to *the United States* and went back to his homeland.

Rule - 22

Articles with Plural Names of Countries

The is used with "*the Netherlands*" as well as with many nations which are island chains, such as:

- *the Philippines*
- *the Maldives*
- *the West Indies*
- He lives in *Netherlands*.
- ✓ He lives in *the Netherlands*.
- I visited *Bahamas* last year.
- ✓ I visited *the Bahamas* last year.

Rule - 23

Articles with Plural Names of Countries

We do not use article with the names of languages, used as nouns. But, if the name of language is used as an adjective *The* is used.

- *English* language is spoken all over the world.
- ✓ *The English language* is spoken all over the world.

TEXTUAL SUPPORT

1. We were considered such dunces that we could learn only *English language*.
We were considered such dunces that we could learn only *the English language*.
2. Naturally I am biased in favour of boys learning *the English*.
Naturally I am biased in favour of boys learning *English*.

Rule - 24

Articles with Material, Proper, and Abstract Nouns

We use article "*the*" with proper, abstract and material noun to make some reference.

- *The kindness* never goes unrewarded.
- ✓ *Kindness* never goes unrewarded.

- He is *Ghalib* of our times.
- ✓ He is *the Ghalib* of our times.

TEXTUAL SUPPORT

1. Young Branksome tells me that his uncle was Major Collingwood—*Collingwood* we had here in nought-two.
Young Branksome tells me that his uncle was Major Collingwood—*the Collingwood* we had here in nought-two.

UNIT -5

2. For another Colley had just arrived—son of Colley who was a son of the first Colley.
For another Colley had just arrived—son of the Colley who was a son of the first Colley.

ZERO ARTICLE

Grammar Help

- The use of zero article (no article) indicates general rather than specific reference.
- You use articles when you are being specific.

WITH ZERO ARTICLE

- I never liked school.
- Jim was sent to prison.
- Well, I'm off to bed.
- I usually walk to work (-my office or place of work).

WITH AN ARTICLE

- I went to a good school.
- The prison was on the outskirts of Oxford.
- I'd better make the bed.
- The work is very demanding.

Quite a lot of nouns, many of them countable, are used without the articles **a** **an** or **the** in certain situations:

- What did you learn at school today?
- Is Dad back from work yet?
- We're a long way from home.

Rule - 1

Article and Certain Nouns

Nouns used with Zero Article include the following:

- Meals
 - Breakfast is at 8' O clock.
- Seasons:
 - We plant the seeds in spring.
- Transport used with 'by'
 - He travels by bus.

However, you have to use article with 'in, on, and with'.

- Did you come in a taxi or on the bus?
- I worked out the total with a calculator.

Standard places and institutions, used with prepositions, especially **to**, **from**, **at**.

- Few folk go to church nowadays.
- I start university in the autumn.
- I'm still in bed!

ARTICLE

UNIT -5

Rule - 2

Articles with Material

You don't use **a** or **an**

- Water is wet.
- Sugar is sweet.
- We can't live without it.
- We get wool from sheep.

Rule - 3

Plural nouns can

- There's a bee.
- There's a cow.
- Look! A snake.
- I've bought some shoes.

Rule - 4

Articles with

We don't use

- A man is...
- Man is...

Rule - 5

Articles with

We do not

- What is...
- What is...

TEXT

1. The

The

2. A

A

3. B

B

4. C

C

UNIT -5

Rule - 2

Articles with Material, Proper, and Abstract Nouns

You don't use *a* or *an* with uncountable (material, abstract, and Proper) nouns:

- *Water* is wet.
- *Sugar* is sweet.
- We can't live without *food*.
- We get *wool* from sheep.

ARTICLE

Rule - 3

Plural nouns can be used without an article:

- | | |
|--------------------------------|---------------------------|
| • There's <i>a</i> bee. | <i>Bees</i> are insects. |
| • There's <i>a</i> cow. | <i>Cows</i> are animals. |
| • Look! <i>A</i> shark! | <i>Sharks</i> are fishes. |
| • I've bought <i>a</i> parrot. | <i>Parrots</i> are birds. |

Rule - 4

Articles with Common Nouns

We don't use articles with the common nouns used in the widest sense.

- *A* man is mortal.
- *Man* is mortal.

Rule - 5

Articles with Type, sort, and kind

We do not use any article or determiner "*a*" after *type*, *sort*, and *kind*.

- What sort of *a* bird is that?
- What sort of *bird* is that?

TEXTUAL SUPPORT

1. The great throne-room had been turned into a kind of *a* gymnasium.
The great throne-room had been turned into a kind of *gymnasium*.
2. A pretty sort of *a* doctor you must be!
A pretty sort of *doctor* you must be!
3. But if it had not been this sort of *a* school it would probably not have taken Chips.
But if it had not been this sort of *school* it would probably not have taken Chips.
4. Many boys of finest character are doing just this kind of *a* thing.
Many boys of finest character are doing just this kind of *thing*.

UNIT -5

Rule - 6

Articles with Ordinal Adverb

We don't use *the* before ordinal number when they are used as *adverbs*, or *show specific periods of time* (next spring) or *refer to prizes* (first prize).

- *The first*, place the flour in the bowl. *The next*, add milk. Finally, mix in sugar.
- ✓ *First*, place the flour in the bowl. *Next*, add milk. Finally, mix in sugar.

Rule - 7

Articles with Ordinal Adverb

Don't use article after Possessive Determiner (*my, his, her, your, their, etc.*)

- *My the* best friend.
- ✓ *My* best friend.

Rule - 8

Articles with Time Nouns

Don't use article time nouns, typically used with the prepositions *after, at, before, by*:

- The creatures are active at *night*.
- It must be funny working by *night* and sleeping by *day*.

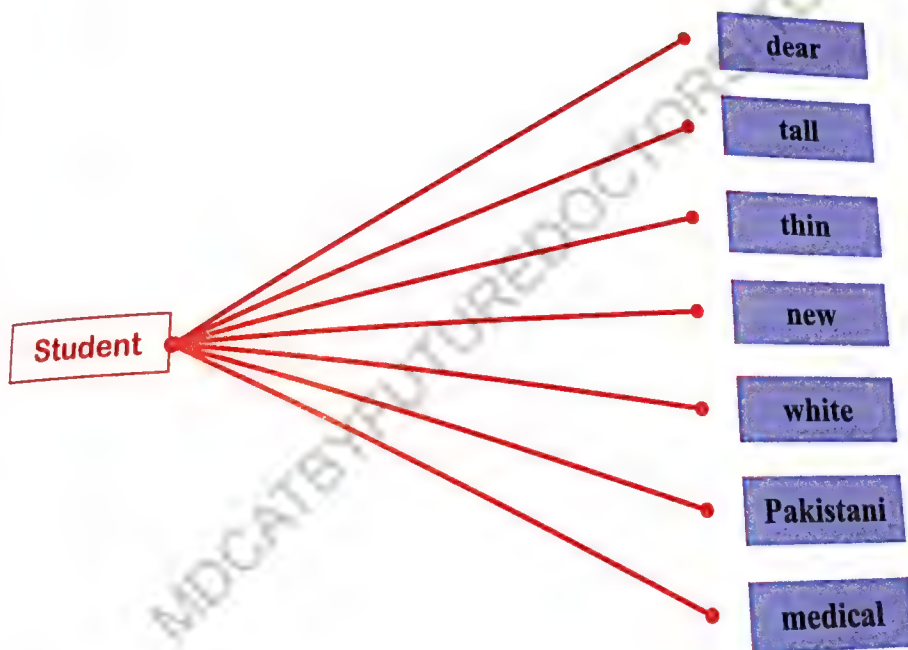
6 UNIT

ADJECTIVE

Adjective describes a person, place or thing.
Following are the points you need to check when you have adjectives:

- Degrees of an adjective
- Possessive adjectives and verbal nouns (Gerund)
- Faulty comparison
- Important pairs of adjectives

ADJECTIVES



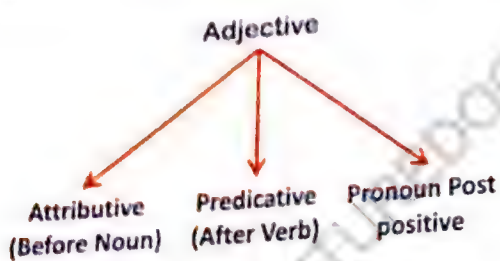
Adjective

- Adjective is a describing word.
- It describes a noun or a pronoun.
- It can be used before or after the noun or pronoun.

UNIT -6

| | | |
|-----------|--------------|---|
| Adjective | OPINION | Beautiful, Ugly, nasty, horrible, etc. |
| | SIZE | Large, small, tall, high, wide, long, etc. |
| | SHAPE | Round, flat, circular, square, pointed, etc. |
| | QUALITY | Old, new, happy, easy, difficult, etc. |
| | COLOR | Blue, red, green, yellow, purple, etc. |
| | ORIGIN | English, Pakistani, Indian, French, etc. |
| | Material | Cotton, Leather, Plastic, Paper, Woolen, etc. |
| | Type (class) | Electric, chemical, political, weekly, etc. |

Positions of Adjectives:



Adjective can be used in three Positions.

- Attributive
- Predicative
- Postpositive
- A peaceful walk is useful.
- The boy seems very peaceful.
- We made the members peaceful.

ADJECTIVE

UNIT -6

Attributive Position
(before a noun)

Adjective

- Adjective can be
- This is called Attributive

Adjective
A peaceful walk is
Noun
She was wearing h

Postpositive Position
(after a noun)

Noun
or
Pronoun

- Adjective
- This is

The sunsh
Pronoun
Something

UNIT -6

Attributive Position (before a noun)

ADJECTIVE



- Adjective can be used before a noun or a pronoun.
- This is called Attributive Position.

Adjective

A **peaceful walk** is very useful.

Noun

Pronoun

She was wearing her new dress, the **red one**.

Postpositive Position (after a noun)



- Adjective can be used after a noun or a pronoun.
- This is called Postpositive Position.

Adjective

The sunshine keeps my **back** warm.

Noun

Pronoun

Something unusual had happened.

Adjective

UNIT -6

Predicative Position - 1 (after a verb)



- Adjective can be used as a **complement** of a linking verb.
- This is called **Predicative Position**.

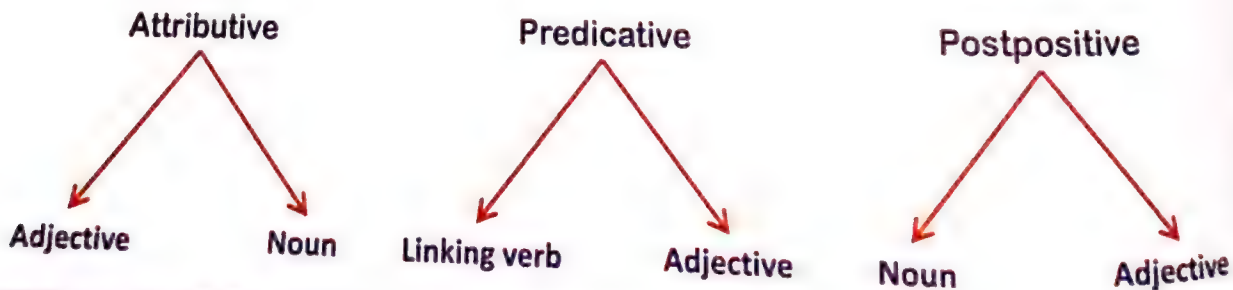
Linking verb
They **became** sad.
Adjective

Predicative Position-2 (after verb)



- Adjective can be used as an **object complement** after a **complex transitive verb**.
- This is called **Predicative Position**.

Object
He made **me** happy.
Adjective



UNIT -6

Noun
A monster unsee

the children were

NOTE: Postpos

1. Attributive-

2. Adjectives t
• The Bridal
• A Digital C
• My Elder S

3. Noun used
• The Road
• Child Lab
• School U

1. Participl
• An ador
• a comm
• Defeate
• Workin

Attributiv
Some oth
• Elder l
• Eldest
• Mere
• Sheer

• My o
✓ My e

2. Predi
(Not Be

Pre
Fol

UNIT -6

A ^{Noun} monster ^{Adjective} unseen was said to lurk beyond the moor;
the children ^{Linking Verb} were ^{Adjective} unafraid of the ^{Adjective} unseen ^{Noun} monster.

ADJECTIVE

NOTE: Postpositive Position is Independent of Predicative Position and Attributive Position.

1. Attributive-only Adjective:

2. Adjectives that classify:

- The Bridal Suit
- A Digital Camera
- My Elder Sister

3. Noun used as Adjectives:

- The Road Safety
- Child Labor
- School Uniform

1. Participle Adjectives:

- An adoring/loving sister
- a commanding personality
- Defeated Expression
- Working Relationships

Attributive-only Adjective:

Some other Adjectives:

- Elder brother
- Eldest sister
- Mere a boy
- Sheer delight
- My older sister is elder than I am.
- ✓ My **elder** sister is **older** than I am.

2. Predicative - only Adjective: (Not Before Noun)

Predicative Only Followed by "to"

- accustomed
- Adjacent
- Allergic
- Averse
- Conductive
- Devoted
- Injurious

ADJECTIVE

UNIT -6

Beginning with prefix "a"

- The building was soon ablaze/afire.
- Changes were afoot.
(Being planned; happening)
- Don't be afraid.
- He looked at him aghast. (horrified)
- He lives alone.

Predicative - only Adjective:
(Not Before Noun)

Beginning with prefix "a"

- He stayed aloof.
- The baby was asleep/awake.
- He was still alive.
- Set the dry grass alight. (on Fire)
- He was not well.
- Both sisters are alike.

Predicative - only Adjective:

- The asleep girl did not hear the storm outside.
- ✓ The girl was asleep, so she did not hear the storm outside.
- The rescue squad was happy to discover an alive man.
- ✓ The Rescue squad was happy to discover that the man was alive.

3. Postpositive -only Adjective:

- attorney general
- court martial
- postmaster general
- time immemorial
- something unusual
- anything interesting
- nobody suitable
- everything possible

Some Adjectives, particularly certain **Past Participles**, can follow the nouns and Indefinite pronouns.

- The Police want to contact people concerned/involved.
- Those present gave their full support.

Postpositive -only Adjective:

- We need experienced someone for this post.
- We need someone experienced for this post.

UNIT -6

Both Attributive and Predicative
Some Often-Predicative

- Sorry, I am late.
- My late father was
- He doesn't look fine
- Fine clothes are expensive

Gradable and Non-Gradable

Adjective

Non-Gradable

Not all adjectives are gradable
because there are some

Non-Gradable (Countable)
Gradable (Uncountable)

1. Non-Gradable

comparative

They don't follow the rule of
Non-Gradable

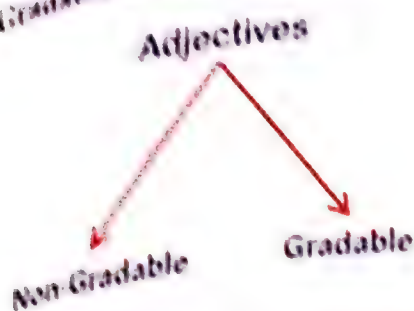
- Shape (countable)
- Color (uncountable)
- Nationality (countable)
- Class or grade (countable)
- Material (uncountable)

Both Attributive and Predicative Adjective:

Some Often Predicative Adjectives can have a different meaning in the attributive Position

- Sorry, I am **late**.
- My **late** father was a man of principles.
- He doesn't look **fine**.
- **Fine** clothes are expensive.

Gradable and Non-Gradable Adjectives



Not all adjectives have a comparative and superlative degrees nor can they all be graded. This is because there are two types of adjectives:

Non-Gradable (Classifying)
Gradable (Qualitative)

1. Non-Gradable Adjectives



They don't form comparatives and superlatives.

Non-Gradable Adjectives express:

- Shape (circular, square)
- Color (red, yellow)
- Nationality (Pakistani, Chinese)
- Class or Type (digital, electrical)
- Material (wooden, steel)

UNIT -6

Non-Gradable:

We don't use
intensifying adverbs
(very and extremely)
or moderating
adverbs (fairly,
pretty, quite, rather,
slightly, a bit, a little,
somewhat).

We can reinforce these adjectives with emphasizing adverbs such as absolutely, completely, purely, totally, utterly.

- The meal was absolutely **superb**.
- His performance was completely **flawless**.
- He was totally **unprepared**.

Non-Gradable (Rule)

Following adjectives don't have comparative or superlative degrees.

- unique, perfect, complete, ideal
- excellent, superb, faultless, flawless
- round, circular, different, preferable
- final, exhausted, dead, finished

Examples:

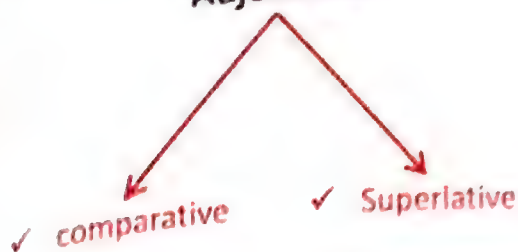
- Air coolers are **the most ideal** solution for the summer.
- ✓ Air coolers are **the ideal** solution for the summer.

TEXTUAL SUPPORT

1. The **most ideal** is to keep the patient's skin free from germs.
The **ideal** is to keep the patient's skin free from germs.
2. Isn't it **the most perfect**, Jim? I haunted all over the shops.
Isn't it **perfect**, Jim? I haunted all over the shops.
3. Many of our boys of finest character and **the most excellent** ability are doing just this kind of thing.
Many of our boys of finest character and **excellent** ability are doing just this kind of thing.
4. I had a feeling that it was **the most impossible** to explain the thing.
I had a feeling that it was **impossible** to explain the thing.

2. Gradable Adjectives

Adjectives



They form comparatives and superlatives.
Gradable Adjectives express:

- Size (small, large, tall)
- Shape-and-size (thin, fat, wide)
- Quality (old, young, warm)
- Opinion (good, bad, ugly)

Gradable Adjectives

You can make Gradable Adjectives stronger by using intensifying adverbs such as:

- Very
- Extremely
- Ali is very **clever**.
- Jim is extremely **clever**.

Gradable Adjectives

- a bit
- quite
- fairly
- a little
- Pretty
- rather
- slightly
- somewhat

You can make Gradable Adjectives less strong by using moderating adverbs.

- She was a little **nervous**.
- That's a fairly **good** effort.
- I was rather **sad** at this news.

Degrees of Adjectives

- Positive
- Comparative
- Superlative

1. Positive Degree

The positive degree simply describes a noun or a pronoun without any comparison.

- Eat only the foods that are **lower** in carbohydrates.
- ✓ Eat only the foods that are **low** in carbohydrates.

2. Comparative Degree:

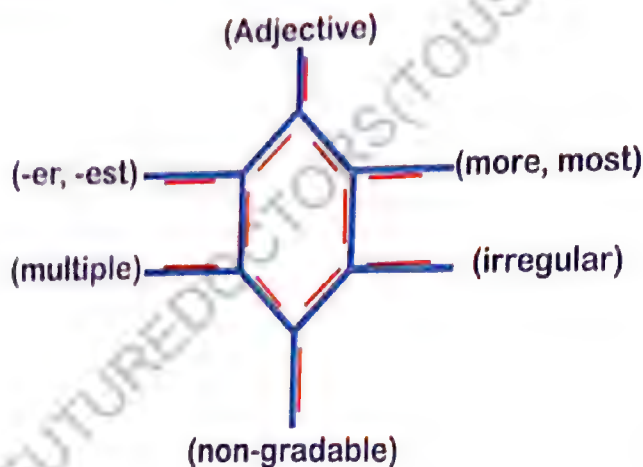
Comparative degree shows a comparison between two persons, places, and things, etc.

- She is **the smartest** than you.
- She is **smarter** than you.

3. Superlative Degree:

Superlative degree shows a comparison among three or more persons, places, and things, etc.

- Of Ahmad, Ali, and Aslam, Ali is **the smarter**.
- Of Ahmad, Ali, and Aslam, Ali is **the smartest** of all.

Comparisons of Adjective**Degree Formation**

The comparative (*2nd degree*) and superlative (*3rd degree*) degrees of adjectives are normally formed by adding "er" and "est" respectively to the positive (*1st degree*) degree of the adjective. The *syllable division* can be a good idea to work with in this regard.

- That wasn't the **most happiest** choice of words.
- That wasn't the **happiest** choice of words.

TEXTUAL SUPPORT

1. Expenses had been **more great** than she had calculated.
Expenses had been **greater** than she had calculated.
2. Of all who give gifts, these two were **wise**.
Of all who give gifts, these two were **the wisest**.
3. My dear fellow, you're **more fit** than I am.
My dear fellow, you're **fitter** than I am.
4. Chameris was even **more young** than Ralston had been.
Chameris was even **younger** than Ralston had been.
5. She got up **more early** than usual to make Arthur's breakfast.
She got up **earlier** than usual to make Arthur's breakfast.

PAST PAPER QUESTION:

He is better than all the boys in the class, in studies as well as in sports, and bags big prizes

in various fields.

B)

C)

(A- the best of)

Degree Formation



The **comparative** and **superlative** degrees of some adjectives are formed by adding '**more**' and '**most**' respectively to the first degree of the adjective.

- She is **far more intelligent** than her sister.
- She is **far more intelligent** than her sister.

TEXTUAL SUPPORT

1. We are also **critical** in our thinking than our ancestors.
We are also **more critical** in our thinking than our ancestors.
2. It was not that he was **more** less active.
It was not that he was **less** active.
3. Dola knew her hair was **beautiful** than any queen's jewels and gifts.
Dola knew her hair was **more beautiful** than any queen's jewels and gifts.

4. Chips was getting warmer and **passionaler**.
Chips was getting warmer and more **passionate**.
5. I gained no **advantage** from the alphabet than from the wider sphere of letters.
I gained no **more advantage** from the alphabet than from the wider sphere of letters.
6. He was both **more and little** experienced than the youngest boy at the school.
He was both **more and less** experienced than the youngest boy at the school.

Degree Formation

| | |
|---------|-----------|
| cruel, | stupid, |
| feeble, | common, |
| simple, | pleasant, |
| polite, | narrow, |
| gentle, | handsome |

Certain adjectives take either

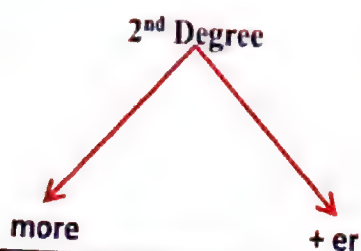
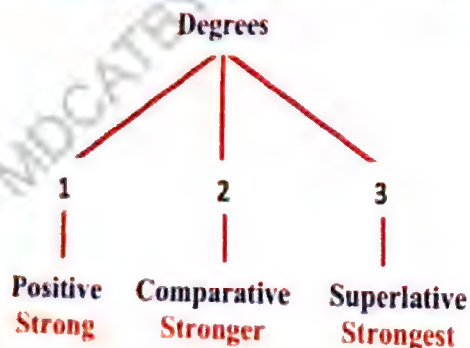
- -er and -est or
 - more and most.
- He's **handsomest** man I've ever seen.
 - ✓ He's **the handsomest** man I've ever seen.
 - ✓ He's **the most handsome** man I've ever seen.

TEXTUAL SUPPORT

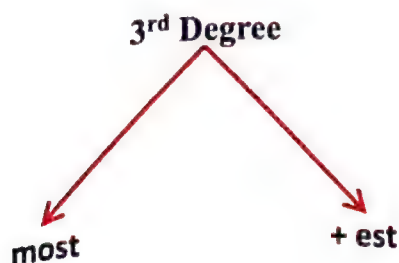
- Boys were a **more** politer race.
- ✓ Boys were a **politer** race.
- The people of the two cities of Japan passed through the **most cruelest** period of their lives.
- ✓ The people of the two cities of Japan passed through the **cruelest** period of their lives.
- He had been left a vision that grew **more** clearer with each year.
- ✓ He had been left a vision that grew **clearer** with each year.

Use of double Comparative & Superlative

Use of **double comparative** (more stronger) or **double superlative** (most strongest) is wrong.



- Della's hair was more **beautiful** than any queen's jewels and gifts.
- Katherine had **cleverer** brain than Chips's.



- Providing sufficient water has been one of the most **important** problems in the growth of cities. Whatever my father wanted me to see was on top of the **highest** point of my farm.

TEXTUAL SUPPORT

1. The mountain rose **more higher** and higher on the surface of the sun.
The mountain rose **higher** and higher on the surface of the sun.
2. In India in 1964-1965 there was the **most worst** famine of the country.
In India in 1964-1965 there was the **worst** famine of the country.
3. He felt a great deal **more stronger** and more fitter after his holiday.
He felt a great deal **stronger** and **fitter** after his holiday.
4. On a long table, attractively displayed, were the **most latest** hit songs.
On a long table, attractively displayed, were the **latest** hit songs.
5. He gave examples of other Courts and **more greater** ones.
He gave examples of other Courts and **greater** ones.
6. It was easily the **most strongest** weapon yet forged in the fight against disease.
It was easily the **strongest** weapon yet forged in the fight against disease.
7. You are **more fitter** than I am.
You are **fitter** than I am.
8. She had a **more cleverer** brain than Chips's.
She had a **cleverer** brain than Chips's.
9. This is the **most cleanest** patch I've ever seen.
This is the **cleanest** patch I've ever seen.
10. I knew what he was thinking, and it made me **more worse**.
I knew what he was thinking, and it made me **worse**.

Irregular Adjectives

Irregular adjectives such as **good, bad, little** don't follow any rule for the formation of comparative and superlative degrees.

| Positive | Comparative | Superlative |
|-----------|-----------------|-------------------|
| Good/well | better | best |
| bad/evil | worse | worst |
| much | more | most |
| far | farther/further | farthest/furthest |
| old | older/elder | oldest/eldest |

UNIT -6

- As he aged, his memory got **more bad**.
- ✓ As he aged, his memory got **worse**.

TEXTUAL SUPPORT

1. One could see the dirty vest which was in an even **more bad** state than the sweater.
One could see the dirty vest which was in an even **worse** state than the sweater.
2. She had looked at them without the **most little** hope of owning them.
She had looked at them without the **least** hope of owning them.

How do comparatives work grammatically?

Comparative Degree:

Comparatives are used in a variety of construction:

1. Comparative + than
2. Comparative + than + amount
3. Comparative + and + Repeated Comparative
4. The + Comparative, the + comparative.....
5. Comparative + to
6. The + comparative + of + the two
7. much, a little, etc. + comparative
8. Faulty Comparison

1. Comparative + than

When "than" is used as a conjunction, it introduces a clause.

- Harry is **slimmer than** I am.

The verb in the clause is often omitted.

- Harry is **slimmer than** I.

In a formal style, personal pronouns after than are left in the subjective case.

- Harry is **slimmer than** I.

2. Comparative + than + amount

Than acts as a preposition in expression such as more than \$ 40, less than 2 months.

- ✓ We had **fewer than** 20 volunteers.
- ✓ Choose any number **less than** 40.

3. Comparative + and + Repeated Comparative

We can use this expression to express the idea of a situation intensifying:

- My headache was getting **worse and worse**.
- He keeps accepting **more and more** work.

4. The + Comparative, the + comparative.....

Comparatives are used in pairs to express the idea of proportionality, directly proportional or inversely proportional.

- The **richer** she grew, the **meaner** she became.
- The **cleaner** the air, the **brighter** the sun.

TEXTUAL SUPPORT

1. The more dangerous it is, **more** I like it.
The more dangerous it is, **the more** I like it.
2. **More** the disease was cured, **more** it became painful.
The more the disease was cured, **the more** it became painful.

Comparative Degree

Sometimes, the comparative is used with the meaning "rather or somewhat" (meaning to a greater extent than average).

- ✓ **Larger woman** should choose the more restrained fashion.
- ✓ **More challenging** courses are available for brighter students.

5. Comparative + to



There are some adjectives with the ending "-ior" in English that come from Latin. When they are used comparatively, they are followed by "to", not "than".

- Peter is junior than John. **X**
- Peter is junior from John. **X**
- Peter is junior by John. **X**
- ✓ Peter is junior to John.

TEXTUAL SUPPORT

1. You have been sent here by another civilization for the express purpose of reconnoitering **prior from** invasion.
You have been sent here by another civilization for the express purpose of reconnoitering **prior to** invasion.
2. Indigenous machines are superior **than** foreign equipment.
Indigenous machines are superior **to** foreign equipment.

6. The + comparative + of + the two

The + comparative can be followed by of + the two people or things being compared.

- The taller of the two girls was called Periza.
- Of the two options, traveling by train is the more convenient.

TEXTUAL SUPPORT

Of the two, El Golea is **better** place to visit.

Of the two, El Golea is **the better** place to visit.

7. Much, a little, etc. + comparative

The usual intensifiers used with comparatives are **much** (also **very much**), **far** and **a lot**. You can also use **a little**, **a bit**, and **slightly**, **no**, **any**, **etc.** to indicate that there isn't much difference.

- I am feeling **much better**, thank you.
- I am feeling **a little better** today, thanks.

8. Faulty Comparison

A comparison that is **not logical** is called faulty comparison. Items that are compared must in fact be **similar**.

This bag is better than Ali.

- ✓ **This bag** is better than **Ali's bag**.
- ✓ **This bag** is better than **Ali's**.

How do superlatives work grammatically?**Superlatives**

Superlatives, like comparatives, have their own range of possible constructions.

1. **The + Superlative**
2. **Superlative + of + Plural group**
3. **Superlative + in + Place (singular group noun)**
4. **Superlative + of + period of time**
5. **Superlative + relative clause**

1. The + superlative

- Usually "the" is used before a superlative adjective.
- Which is the best planet?
- A possessive determiner is also used before a superlative adjective.
- She is on her best behavior.
- A noun ending with apostrophe 's is also used before a superlative adjective.
- Maths is on Harry's best subject.

Grammar Help-1

- You omit "the" with superlative adjective when you use it:
- With some possessive determiners (my, our, her, etc.). **See example - 2**
- A noun ending with apostrophe 's (Harry's) is also used before a superlative adjective. **See example - 3**

Grammar Help-2

- You omit "the" when you are referring to the state of a person or thing in particular circumstances, as compared with other general circumstances.
- The wine is **tastiest** when it has been chilled for a couple of hours.
- This trick is **most** effective with an audience of innocent children.

UNIT -6

Superlative + of + Plural group

- After a superlative, you can use **of** before a plural group noun.
- If the group consists of two only, you use the comparative.
- She is **the brainiest** of all the **three** children.
- She is the **best** mother **of** all.

3. Superlative + in + Place (singular group noun)

- You use **"in"** not **"of"** with a superlative before a place or a singular group noun.
- This is the **best** restaurant **of** the **town**.
- This is the **best** restaurant **in** the **town**.

4. Superlative + of + period of time

- You use **"of"** with a superlative before a period of time.
- Today is **the longest** day **in** the year.
- Today is **the longest** day **of** the year.
- He is the best cricketer **in** the century.
- He is the **best** cricketer **of** the century.

5. Superlative + relative clause

- A superlative is often followed by a relative clause (typically in present perfect or past perfect tense with **"ever"**)
- This is the **funniest** thing that I've ever heard.
- This is the **funniest** thing I've ever heard.

Spelling Help

English Spelling is a national misfortune to England and international misfortune to the rest of the world. (Max Muller)

| | | |
|------|----------|----------|
| day | daily | daily |
| rely | reliable | reliable |
| vary | variable | variable |
| hug | hugable | huggable |
| cure | cureable | curable |

| | | |
|---------|------------|-------------|
| stop | stopable | stoppable |
| nerve | nerveous | nervous |
| regret | regatable | regrettable |
| weary | wearysome | wearisome |
| courage | courageous | courageous |

| | | |
|-------|----------|----------|
| tire | tyring | tiring |
| pity | pityless | pitiless |
| early | earlyish | earlish |
| like | likeable | likable |
| love | loveable | lovable |
| move | moveable | movable |

| | |
|--------------|-------------|
| compatable | compatible |
| combustable | combustible |
| collapseable | collapsible |
| senseable | sensible |
| reverseable | reversible |

UNIT -6

ADJECTIVE

Stacking the Adjectives in the Right Order

| | |
|--------------|----------|
| OPINION | SHAPE |
| QUALITY | COLOR |
| ORIGIN | MATERLIA |
| TYPE (class) | SIZE |

You can use two or more adjectives before a noun, but the various kinds of the adjectives have to be used in the right order.

Order of Adjectives

| | | |
|-----------|--------------|---|
| Adjective | OPINION | Beautiful, Ugly, nasty, horrible, etc. |
| | SIZE | Large, small, tall, high, wide, long, etc. |
| | SHAPE | Round, flat, circular, square, pointed, etc. |
| | QUALITY | Old, new, happy, easy, difficult, etc. |
| | COLOR | Blue, red, green, yellow, purple, etc. |
| | ORIGIN | English, Pakistani, Indian, French, etc. |
| | Material | Cotton, Leather, Plastic, Paper, Woolen, etc. |
| | Type (class) | Electric, chemical, political, weekly, etc. |

- Opinion and size adjectives come before shape adjectives, and these three come before quality and color adjectives.

| | | | | |
|------------|-------|--------|------------|--------|
| OPINION | SIZE | SHAPE | Quality | COLOR |
| beautiful | large | square | new | blue |
| Get a | Small | Good | New | red |
| triangular | | | | |
| Get a | good | small | triangular | new |
| | | | | red |
| | | | | carpet |

UNIT -6

ADJECTIVE

2. Size, shape, quality and color adjectives come before type (class), material and origin adjectives.

| Size | Shape | Quality | Color | Type | Material | Origin |
|-------|--------|---------|-------|----------|----------|--------------|
| large | square | New | blue | electric | cotton | French |
| Get a | new | pink | small | plastic | Chinese | talking doll |
| Get a | small | new | pink | talking | plastic | Chinese doll |

Order of Adjectives

- Size adjectives come before shape adjectives, and they both come before color adjectives.
- a **small triangular red** badge
- Size, shape, quality, and color adjectives come before type (class), material and origin Adjectives.
- a **little red leather** purse
- Adjective of origin (nationality) come before material or type or class.
- Japanese **paper** flower
- Classifying adjectives (type & class) are nearly always used attributively.
- a **financial** report
- a **medical** center
- Nouns used as adjectives belong to Type or Class group of adjectives. They come last in the a STRING OF ADJECTIVES.
- our **final** holiday arrangements
- a popular **sports** car
- an **elegant black metal** table lamp
- Adjectives expressing your opinions often come first, before any other adjective:
- a **beautiful blue silk** scarf
- a **sweet little red** leather purse
- an **efficient new female** manager

TEXTUAL SUPPORT

- She had **blonde magnificent** hair in profusion.
She had **magnificent blonde** hair in profusion.
- You are the one who will bring merriment to the **tired old** human heart.
You are the one who will bring merriment to the **old tired** human heart.
- A **silk white** scarf was knotted at his neck.
A **white silk** scarf was knotted at his neck.
- The **icy sharp** gusts of wind struck like steel.
The **sharp icy** gusts of wind struck like steel.

UNIT -6

5. He was lying on a **marble white** table.
He was lying on a **white marble** table.
6. I used to lie waiting for that ominous tread on the **attic uncarpeted** stairs.
I used to lie waiting for that ominous tread on the **uncarpeted attic** stairs.
7. She put on her **brown old** coat.
She put on her **old brown** coat.
8. The only possible container to bring up the water was a **metal small** teapot.
The only possible container to bring up the water was a **small metal** teapot.
9. Take this ten dollars and buy yourself some **suede blue** shoes.
Take this ten dollars and buy yourself some **blue suede** shoes.

Using Comma between Adjectives

Comma and Adjectives

- When you use a string of adjectives that are of "different kinds", you don't need commas between them.
 - Size, shape, color, material
 - a high **circular** grey **stone** wall
 - Size, quality, origin
 - **large juicy** Pakistani apples
 - Size, quality, class or type
 - a lengthy **detailed chemical** analysis
- When you use a string of quality or opinion adjectives, you usually put commas between them.
 - Quality
 - a **violent, brutal** attack
 - Quality
 - **confident, ambitious, successful** people
 - Opinion
 - a **nasty, mean, dishonest** trick
- You very often use a simple or **basic size** adjective (tall) followed by and adjective that combines **size and shape** (thin/fat/wide/slim). You don't need a comma between them. You can put in a comma if you want to emphasize each adjective separately.
 - a **tall thin** man or a **tall, thin** man
 - **short fat** people or **short, fat** people
 - **long slim** legs or **long, slim** legs
- If you use two or more class or type adjectives together, you don't need commas between them.
 - my **weekly piano** lessons
 - **historic naval** battles
 - **online academic reference** works

Using "and" between Adjectives

"and" & Adjectives

- If you use adjectives after a linking verb or after a complex transitive verb, you use "and" between them. If you use more than two adjectives, you put "and" between the last two and commas between the others.
- He was **tall and thin**.
- He was tall, thin, short-sighted and bald.
- She evidently considered me **silly, ignorant and inadequate**.
- Sometimes "and" is used between the attributive adjectives of the same type. It is clearly necessary to use "and" between color adjective and between material adjectives where two are involved.
- a **black and yellow** insect
- You will love our steel and canvas chair.

TEXTUAL SUPPORT

1. The Mayor, a stout **serious man**, was waiting for Hubert.
The Mayor, a stout, **serious man**, was waiting for Hubert.
2. The manager was a **grave calm** man.
The manager was a **grave, calm** man.
3. The accountant was a **tall cool** devil.
The accountant was a **tall, cool** devil.
4. When I arrived, I was met by the mother, **a big startled** looking woman.
When I arrived, I was met by the mother, **a big, startled** looking woman.
5. The **good, old, red-faced** squire was shoveling out plum pudding to the crowd of grateful villagers.
The **good old red-faced** squire was shoveling out plum pudding to the crowd of grateful villagers.
6. A **small, lean, white** cat shivering with cold rubbed against his legs and mewed.
A **small lean white** cat shivering with cold rubbed against his legs and mewed.
7. The young man was wearing underneath only an **old, cotton sweater** which was all in holes.
The young man was wearing underneath only an **old cotton sweater** which was all in holes.
8. She had **blue, flashing** eyes and freckled cheeks and smooth straw-colored hair.
She had **blue flashing** eyes and freckled cheeks and smooth straw-colored hair.

Some Tricky Pairs of Adjectives

| | | | |
|---------|---------|--------|----------|
| sick | ill | few | a few |
| last | latest | little | a little |
| some | any | less | fewer |
| farther | further | | |

Less

Fewer

Normally, less is used with uncountable nouns and fewer with the plural countable nouns. But less than can be used in reference to amounts and sums.

- Fortunately, I have **less work** to do than I used to have.
- Fortunately, I have **fewer tasks** to do than I used to have.

But

- We spent **less (or fewer)** than 20 dollars on the repair.

Farther

Further

Farther (root word far) is always used for distance, and **further** (think furthermore) implies a metaphorical advancement.

- How much **further** is the amusement park?
- ✓ How much **farther** is the amusement park?
- **Farther** topics will be covered next week.
- ✓ **Further** topics will be covered next week.

high

tall

Tall is an adjective that measures the size or height of vertical items, such as **people** and **buildings**.

High is used to define an object's position from the ground, including bridges, planes, shelves and horizontal objects.

- He alighted from **tall** heaven to pour a cascade of love.
- ✓ He alighted from **high** heaven to pour a cascade of love.
- The Golden Gate Bridge is exceptionally **tall**.
- ✓ The Golden Gate Bridge is exceptionally **high**.

few

a few

the few

Few represents a negative quantity or shortage. **A few** represents a positive quantity, whereas **the few** represents the total number. But, these expressions can only be used with countable nouns.

- I have **few** friends.
(I have no friends)
- I have **a few** friends.
(I have some friends)
- **The few** friends I have are very sincere to me.
(Exact Number of Friends)
- He feels lonely as he has **a few** friends in the city.
- ✓ He feels lonely as he has **few** friends in the city.

1. The following were **a few** things which were found in the various pockets of his overcoat.
- ✓ The following were **the few** things which were found in the various pockets of his overcoat.
2. He had a little diary in which the names and addresses of **few** people were noted.
- ✓ He had a little diary in which the names and addresses of **a few** people were noted.
3. You can't satisfy your conscience by writing a cheque for **a few** guineas.
- ✓ You can't satisfy your conscience by writing a cheque for **a little** guineas.
4. **A few** pence a week pocket-money we received was to be put into a money box and saved.
- ✓ **The few** pence a week pocket-money we received was to be put into a money box and saved.
5. Among **a very few** who escaped was a youth of twenty named Abd-al-Rahman.
- ✓ Among **the very few** who escaped was a youth of twenty named Abd-al-Rahman.

little

a little

the little

Like **few** and **a few**, the quantifiers **little** and **a little** represent negative and positive quantities respectively. Always use **little** with non-countable nouns.

- She had **little** interest in history. (no interest)
- There is **a little** sauce left. (some)
- Unfortunately, I have **a little** interest in politics.
- Unfortunately, I have **little** interest in politics.

TEXTUAL SUPPORT

1. His pension was adequate, and there was **little** money saved up besides.
- His pension was adequate, and there was **a little** money saved up besides.
2. Today babies are born in hospitals where there is **a little** likelihood of their getting a disease.
- Today babies are born in hospitals where there is **little** likelihood of their getting a disease.
3. Bahemed assured him that it would be a good thing to mix **little** wine with his water.
- Bahemed assured him that it would be a good thing to mix **a little** wine with his water.
4. He was **little** pale when he sat down afterward, aware that he had done something unusual.
- He was **a little** pale when he sat down afterward, aware that he had done something unusual.

PAST PAPERS

- A) There was a little money saved up **beside**.
- B) There was **little** money saved in besides.
- C) There was **little** money saved up **beside**.
- D) There was **a little** money saved up **besides**.

Possessive + Gerund

Before verbal nouns (**Gerunds**) we use possessive adjectives (**my, our, your, her, his, their, etc.**) and not possessive pronouns (**mine, ours, theirs, his, etc.**).

- He wouldn't hear of **me** walking home alone.
- He wouldn't hear of **my** walking home alone.

TEXTUAL SUPPORT

1. The angel said he remembered **mine** doing so.
- The angel said he remembered **my** doing so.
2. She had put it aside in **hers** careful buying of meat and other food.
- She had put it aside in **her** careful buying of meat and other food.

UNIT -6

ADJECTIVE

3. What is the reason for **yours** planting this patch up here?
What is the reason for **your** planting this patch up here?
4. It would be all right, of course, **hers** coming to Brookfield.
It would be all right, of course, **her** coming to Brookfield.
5. The king thinks he will recover his health only through **me** slaying.
The king thinks he will recover his health only through **my** slaying.

The + Ordinals

Ordinal adjectives such as **first, second, next** are used with **the**, whereas cardinal adjectives are not used with **the**. However, we do not use **the** in the expressions such as **first prize/position/language**. With ordinal adverbs, we do not use article **the**.

- **First** four runners were well ahead of the others.
- ✓ **The first** four runners were well ahead of the others.

TEXTUAL SUPPORT

1. Linford lived in Shropshire, and he was **first** of his family at Brookfield.
Linford lived in Shropshire, and he was **the first** of his family at Brookfield.
2. Up to **second** floor Della ran, and stopped to get her breath.
Up to **the second** floor Della ran, and stopped to get her breath.
3. The Magi were **first** to give Christmas gifts.
The Magi were **the first** to give Christmas gifts.
4. Hubert died in **first** week of the following month.
Hubert died in **the first** week of the following month.
5. It must have taken him more than sixty years to do it, since **the first** he came by that strange ambition of his.
It must have taken him more than sixty years to do it, since **first** he came by that strange ambition of his.
6. But I never loved **second** plough as I did first one.
But I never loved **the second** plough as I did first one.

PAST PAPERS

- The three Abd-al-Rahman, like his illustrious predecessor, was a young man when he took office.
- A) B) C) D)
(A-The third)

7 UNIT

PRONOUN

Pronoun is a word that is used instead of a noun or noun phrase.

Primarily there are four things you need to check out when you have pronouns:

- Do they use the right case?
- Are they ambiguous?
- Do they agree?
- Are they in correct order?

What is a pronoun?

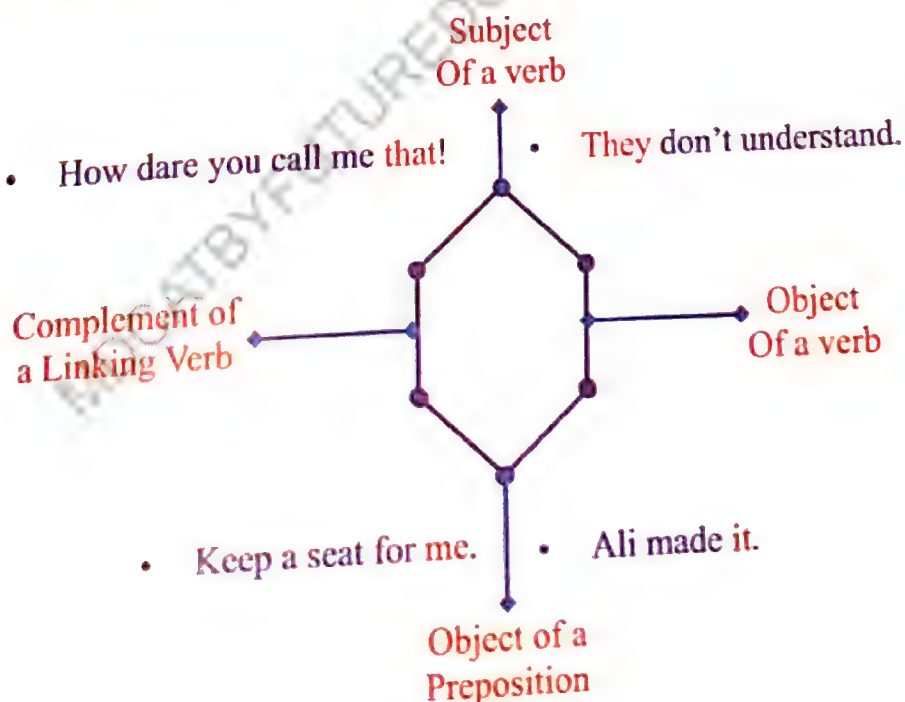
'Pro' means 'instead of' and a 'noun' means a 'name'.

- They are **substitutes** for nouns.
- They are **shortcuts**.
- They stand **alone**.

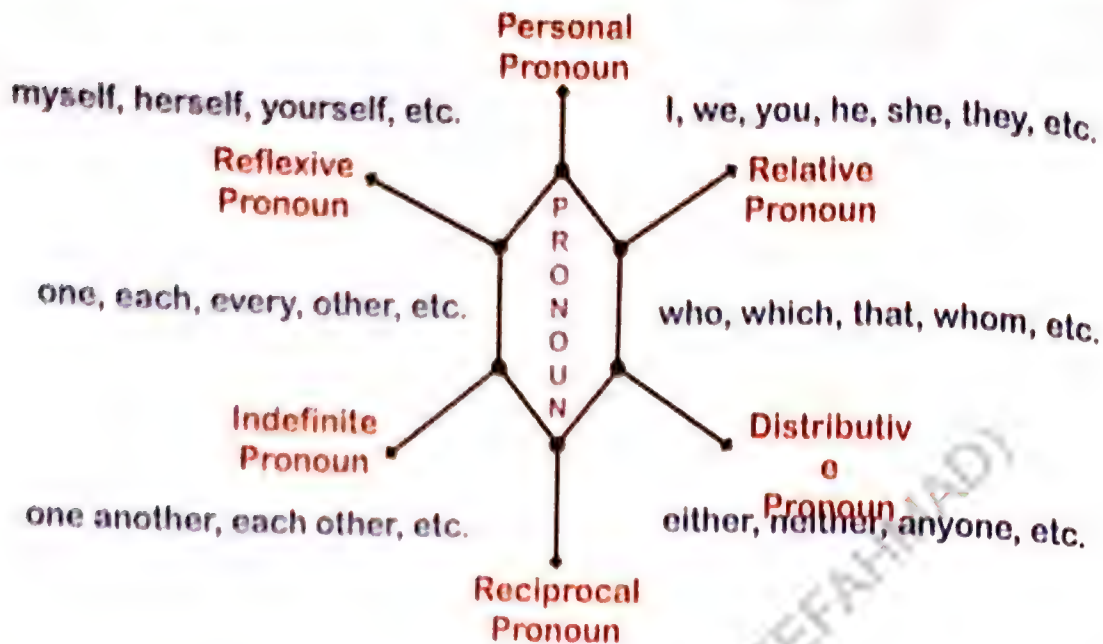
Example:

- **My sister** has been clearing out our home.
- **She** called me yesterday.

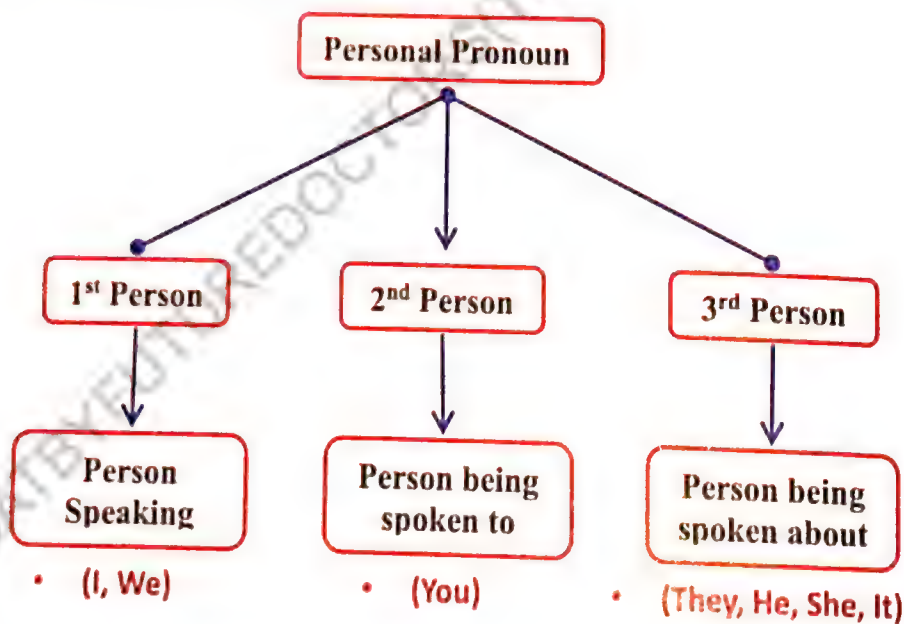
How do pronouns work grammatically?



KINDS OF PRONOUN



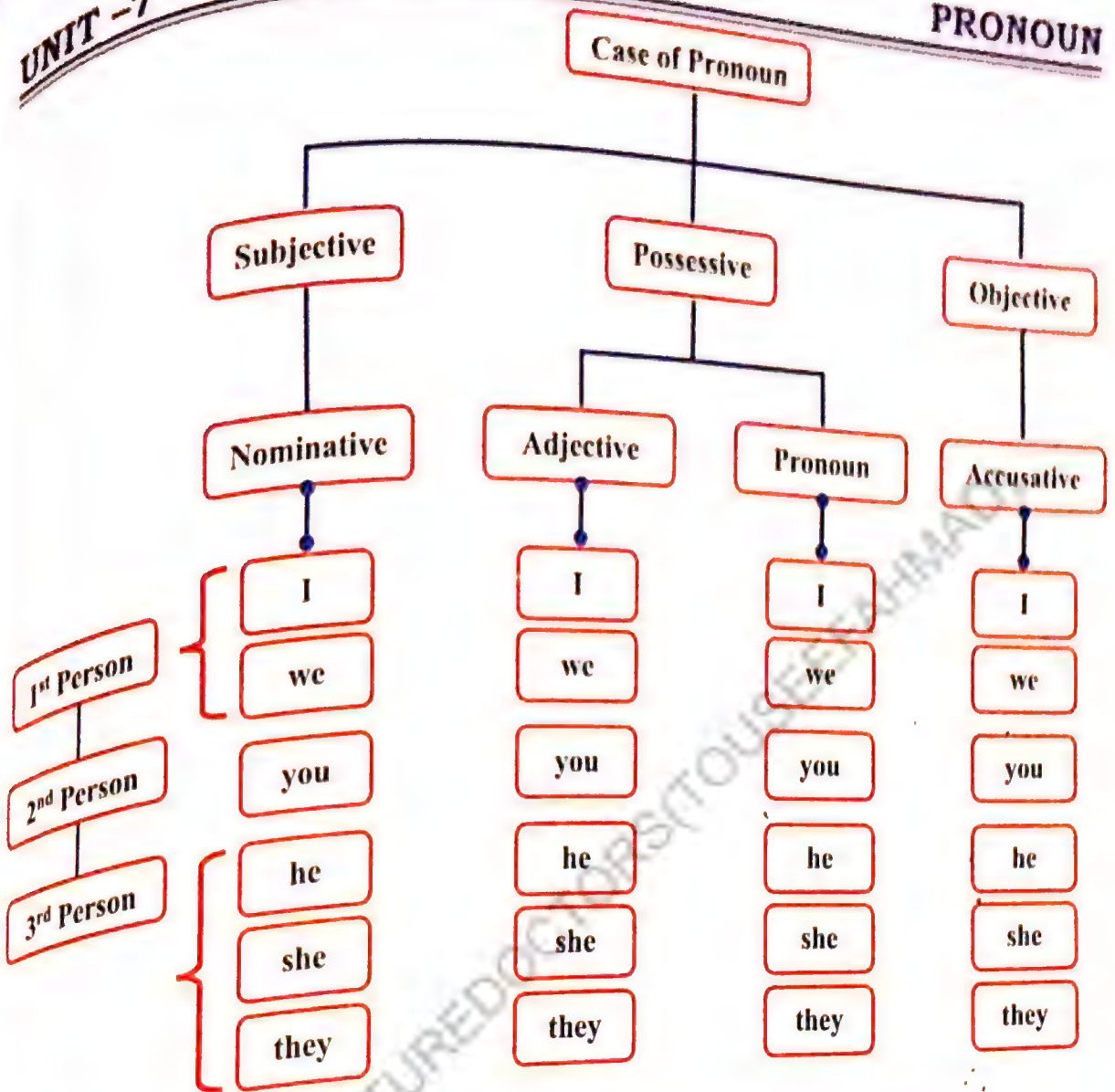
The word used instead of a name of a person



Pronoun Cases:

The form of a pronoun that shows its relationship to another word.

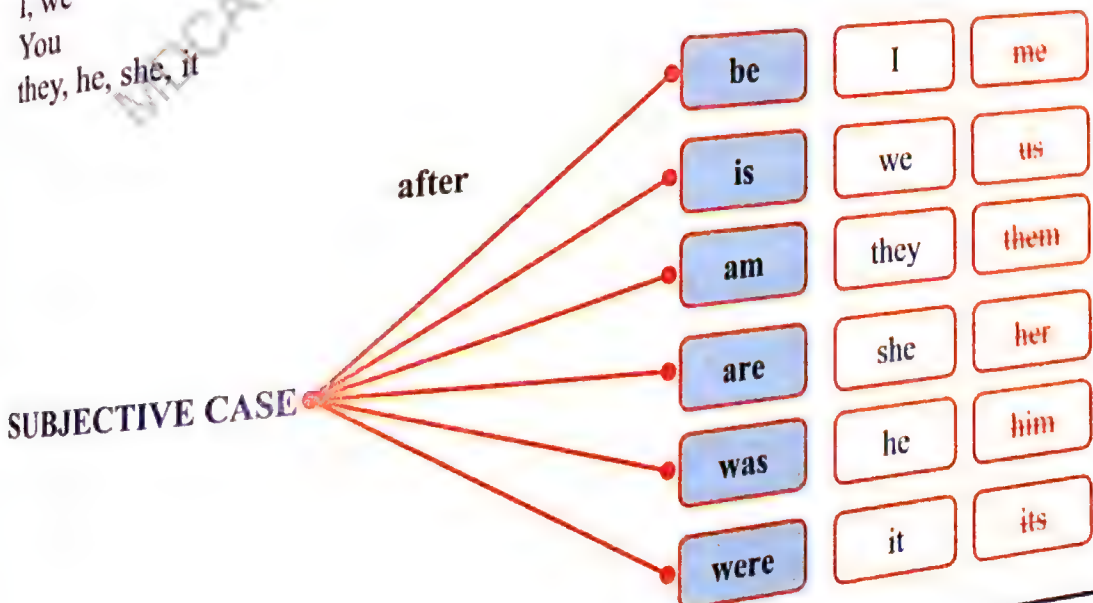
- Nominative
- Genitive
- Accusative



SUBJECTIVE CASE

After "be" verb (*be, is, am, are, was, were, etc.*), we use subjective cases of pronouns.

- I, we
- You
- they, he, she, it



- Don't spare anybody, be **her** or anybody else.
Don't spare anybody, be **she** or anybody else.
- It was **them** who said so.
It was **they** who said so.

TEXTUAL SUPPORT

1. It is not **us** who are stupid but you.
It is not **we** who are stupid but you.
2. Happy is **him** who already belonged to history in his own life-time.
Happy is **he** who already belonged to history in his own life-time.
3. It was **him** who made his way to Spain.
It was **he** who made his way to Spain.
4. On Sundays in Chapel it was **him** who now read out the tragic list.
On Sundays in Chapel it was **he** who now read out the tragic list.
5. It was **her** who suggested that a team from the mission should come up to Brookfield.
It was **she** who suggested that a team from the mission should come up to Brookfield.

OBJECTIVE CASE

After **action verbs** and prepositions, we use objective case of a pronoun.

- **me, us**
- **you**
- **them, him, her, whom**

- ✗ If anybody has any doubt about the objective cases of pronoun, refer he to I.
- ✓ If anybody has any doubt about the objective cases of pronoun, refer him to me.

- I think it's a good idea for you and **I** to meet soon.
- ✓ I think it's a good idea for you and **me** to meet soon.

TEXTUAL SUPPORT

1. I could hear **he** behind me.
I could hear **him** behind me.
2. Ask **he** about moving that thing off my rose bed.
Ask **him** about moving that thing off my rose bed.
3. When he was about to be drowned, they pulled **he** back to the boat.
When he was about to be drowned, they pulled **him** back to the boat.
4. You remain quiet, and leave this fellow to **I**.
You remain quiet, and leave this fellow to **me**.
5. He would smile and shake hands with **theirs** in the porch.
He would smile and shake hands with **them** in the porch.
6. He must show that there was no nonsense about **he**.
He must show that there was no nonsense about **him**.
7. At any moment the Martian air might draw his soul from **he**.
At any moment the Martian air might draw his soul from **him**.
8. I tied a blanket round her neck and struck **hers** with a mallet.
I tied a blanket round her neck and struck **her** with a mallet.

UNIT -7

PRONOUN

POSSESSIVE PRONOUN:

Possessive pronouns (**mine, ours, yours, its, theirs, hers, mine**) are used independently; they are not followed by any noun or verbal noun / gerund.

- I have my own problems and I have nothing to do with **your**.
- I have my own problems and I have nothing to do with **yours**.

POSSESSIVE ADJECTIVE:

Possessive Adjectives (**my, our, your, its, their, her,.**) are not used independently; they are followed by some noun or verbal noun / gerund.

- I have nothing to do with **yours** problem.
- I have nothing to do with **your** problem.

TEXTUAL SUPPORT

1. And now the combs were **her**, but her hair was gone.
And now the combs were **hers**, but her hair was gone.
2. I happen to know that that gown of **your** is a subject of continual amusement throughout the School.
I happen to know that that gown of **yours** is a subject of continual amusement throughout the School.
3. The bracelets and the gold nose-ring are **her** but not the pendants.
The bracelets and the gold nose-ring are **hers** but not the pendants.
4. That book of **your**, I suppose, contains all the good action.
That book of **yours**, I suppose, contains all the good action.
5. What is the reason for **yours** planting this patch up here?
What is the reason for **your** planting this patch up here?
6. I followed him from **him** clearing in the sky, down a new path, toward the deep valley below.
I followed him from **his** clearing in the sky, down a new path, toward the deep valley below.
7. I was compelled to dig **hers** grave!
I was compelled to dig **her** grave!
8. Most of **theirs** foods had to be produced on their own farms.
Most of **their** foods had to be produced on their own farms.
9. **Ours** talk at the Club one day was of opportunity and determination.
Our talk at the Club one day was of opportunity and determination.
10. The angel said that he remembered **mine** doing so.
The angel said that he remembered **my** doing so.

PAST PAPERS QUESTION:

Although he is not a close relative of **me**, yet I was greeted with a show of deep cordiality.
A) B) C) D) (A-mine)

POSSESSIVE PRONOUN AND "APOSTROPHE"

Do not add an apostrophe to possessive pronouns.

• **ours, yours, theirs, hers, its**

However, *one's, someone's, somebody's, others', other's, etc.* do not follow this rule.

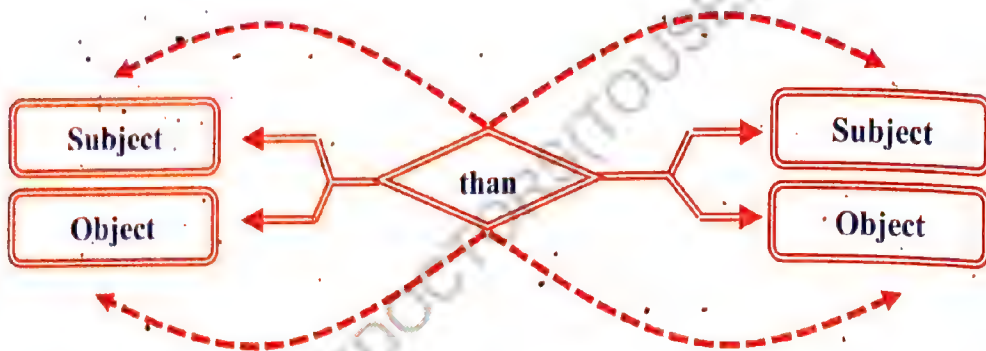
My work is no business of **yours'**.

My work is no business of **yours**.

TEXTUAL SUPPORT

1. I shall try to remember those older faces of **yours'**.
- ✓ I shall try to remember those older faces of **yours**.
2. This Zabda of **ours'** has suddenly grown up.
- ✓ This Zabda of **ours** has suddenly grown up.
3. It is, as far as I know, the only one of **its'** kind growing in our country.
- ✓ It is, as far as I know, the only one of **its** kind growing in our country.

Pronoun after "Than"



Pronoun after "than":

If **than** compares one **subject** with the other **subject**, we use subjective case of a pronoun after **than**.

Example:

- **He** is stronger than **me**.
- ✓ **He** is stronger than **I**.

If **than** compares one **object** with the other **object**, we use the objective case of a pronoun after **than**.

Example:

- I like **him** more than **she**.
- I likes **him** more than **her**.

If **than** compares one **possessive** with the other **possessive**, we use the **possessive** case of a pronoun after **than**.

Example:

- His hand writing is more impressive than I.
- His hand writing is more impressive than mine.
- We are more advanced than our forefathers were.
- ✓ We are more advanced than our forefathers were.
- Would you mind mine sitting here?
- ✓ Would you mind my sitting here?

TEXTUAL SUPPORT

1. They weren't telling me more than them had to.
2. They weren't telling me more than they had to.
3. I'll bet she's smarter than yours are.
4. I'll bet she's smarter than you are.
5. There's nobody ever been more popular than your were.
6. There's nobody ever been more popular than you were.
7. His income was more than him needed to spend.
8. His income was more than he needed to spend.
9. She had a clever brain than he.
10. She had a clever brain than his.
11. I hope you'll do better than me did.
12. I hope you'll do better than I did.
13. My dear fellow, you are fitter than me.
14. My dear fellow, you are fitter than I.

unclear / vague pronoun:

Unclear / vague pronoun reference errors occur when the antecedent of pronoun is not clear.

- The candy dish was empty, but we were tired of eating it anyway.
- ✓ The candy dish was empty, but we were tired of eating candies anyway.
- They say style is the man himself.
- ✓ It is said that style is the man himself.

NO PRONOUN:

Sometimes, the use of a pronoun creates confusion as to which noun the pronoun is referring. To avoid such confusion, repeat the noun or use expressions like the latter / the former instead of using a pronoun.

The supervisors told the workers that they would get the bonus.
The supervisors told the workers that the workers would get the bonus.

TEXTUAL SUPPORT

1. **They say** that a great flood in its great wrath carried away the people and all their belongings.
It is said that a great flood in its great wrath carried away the people and all their belongings.
2. **They say** that the king also recovered within a week.
It is said that the king also recovered within a week.
3. **They say** in the paper that over two million volumes have been presented to the troops.
It says in the paper that over two million volumes have been presented to the troops.

ORDER OF PRONOUN:

The order of different personal pronouns in a sentence is as follows:

- 2nd person + 3rd person + 1st person (in positive sense)
- 1st person + 3rd person + 2nd person (in negative sense)
- *You, I and he* have finished the work.
- *You, he and I* have finished the work. (Pleasant sense)
- *You, he and I* are to be blamed.
- ✓ *I, he and you* are to be blamed. (Unpleasant sense)

TEXTUAL SUPPORT

1. **You and they** are looking back to the past.
They and you are looking back to the past.

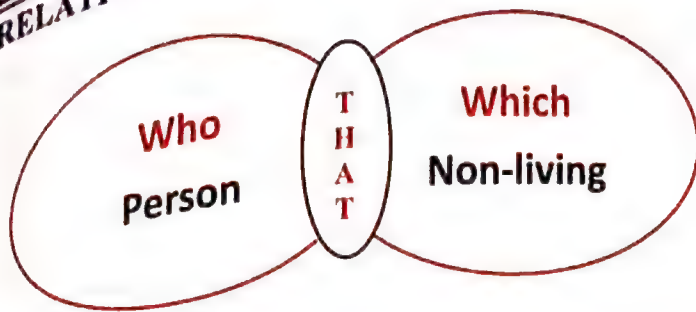
ORDER OF PRONOUN:

All pronouns except *I/me* normally come before a noun.

- He loves **me** and **Aslam**.
- He loves **Aslam** and **me**.
- **Sam and you** are going to eat pizza for lunch.
- **You and Sam** are going to eat pizza for lunch.

TEXTUAL SUPPORT

1. We began here, **I and Mr. Meldrum**—in—umph—in 1870.
We began here, **Mr. Meldrum and I**—in—umph—in 1870.
2. It's like the land **I and your mother** used to farm here.
It's like the land **your mother and I** used to farm here.
3. During our early childhood Lionel, **I and Sylvia** never had anything to spend for ourselves.
During our early childhood Lionel, **Sylvia and I** never had anything to spend for ourselves.

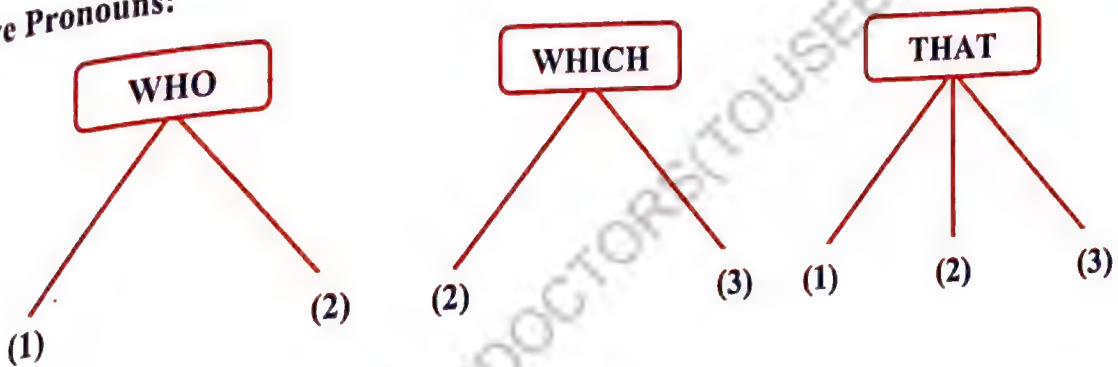


The relative pronoun 'Who' is used for persons, 'Which' for things, whereas 'That' is used for both persons and things.

Nouns:

- (1) Humans (2) Animals (3) Non-livings

Relative Pronouns:



Rule - 1:

The relative pronoun **who** can be used as the subject or object of a verb. The pronoun whom is used only as the object:

- The police want the woman **who** telephoned them last night to contact them again.
- There are five people **who (or whom)** the police want to interview.

Rule - 2:

The relative pronouns '**who and whom**' refer to a person or people. The relative pronoun '**which**' refers to a thing or things. The relative pronoun '**whose**' can refer to a person, people, thing or things:

- People **who** use their mobile phones while driving should be penalized.
- There was nobody to **whom** she could turn for help.
- In the next room was a man **whose** voice was very loud.
- Outside my bedroom are two trees **whose** branches touch my window.

Examples:

- The boy **which** met you was an athlete.
- The boy **who** met you was an athlete.
- He is the boy **which** sang the solo hit.
- He is the boy **that** sang the solo hit.

TEXTUAL SUPPORT

1. Another type of boy **which** does not try is the very bright boy.
Another type of boy **who** does not try is the very bright boy.
2. It was a tramp **which** had other things to think about.
It was a tramp **who** had other things to think about.
3. Today we are better able to explain happenings **who** used to be considered strange and mysterious.
Today we are better able to explain happenings **which** used to be considered strange and mysterious.
4. Maynard found the page **who** was some way ahead, and began shrilly.
Maynard found the page, **which** was some way ahead, and began shrilly.

PAST PAPER QUESTION:

- A) A person **which** job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
- B) A person **who** job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
- C) A person whose job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
- D) A person whose job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen **are** called actuary.

RELATIVE PRONOUN "THAT"

ONLY "THAT":

We prefer **that** to **which** / **who** in the following expressions:

all/ none/ nothing, superlative, the same/ whole/ only, After **human beings**, **animals**

- All **which** glitters is not gold.
- ✓ All **that** glitters is not gold.
- This is the best **which** we can offer.
- This is the best **that** we can offer.

TEXTUAL SUPPORT

1. There was something **which** charmed his heart because it was old.
There was something **that** charmed his heart because it was old.
2. It was one of the best days **which** I ever had in my life.
It was one of the best days **that** I ever had in my life.
3. Chips was remembering something **which** had happened long before the boy was born.
Chips was remembering something **that** had happened long before the boy was born.
4. I stand in good relation to all **which** is beautiful.
I stand in good relation to all **that** is beautiful.
5. I stand in good relation to all **who** is fruitful.
I stand in good relation to all **that** is fruitful.

PAST PAPER QUESTION

"All **is well what** ends well," said the father **when he had** finished **the** story.

A)

B)

C)

D) (A-is well that)

WHO VS WHOM

Rule - 1:

The relative pronouns **who** and **whom** can also be the object of a preposition.
But if the **preposition** comes before the pronoun, you must use **whom**:

- I don't know the girl **who** (or **whom**) you were dancing with.
- I don't know the girl **with whom** you were dancing.

Rule - 2: check

'**Who**' is used as a subject pronoun whereas "**Whom**" is used as an object pronoun.
In order to choose **who** or **whom**, replace them with **he** and **him** respectively.

- **Whom**, do you think, has stolen my bag?
- **Who**, do you think, has stolen my bag?

TEXTUAL SUPPORT

1. To **who** should I complain against you?
To **whom** should I complain against you?
2. He would take rooms across the road, with the excellent Mrs. Wickett **whom** had once been linen-room maid.
He would take rooms across the road, with the excellent Mrs. Wickett **who** had once been linen-room maid.
3. There were some **who he** found suitable.
There were some **whom he** found suitable.
4. **Whomever** enlarged it is at fault.
Whoever enlarged it is at fault.
5. You will not make me believe that Mr. Manana, **whom** is a man of worthy credence, mistook the cord for a pocketbook.
You will not make me believe that Mr. Manana, **who** is a man of worthy credence, mistook the cord for a pocketbook.

REFLEXIVE PRONOUN

The pronouns "**myself**, **yourself**, **himself**, **herself**, **itself**, **ourselves**, **yourselves** and **themselves**" are called reflexive pronouns. They refer to the person or animal that is the subject of the verb.

For example:

Michael is looking at **himself** in the mirror.

Susan has hurt **herself**.

A cat gets clean by licking **itself** all over.

HOW ARE REFLEXIVE PRONOUNS USED?

Object of the Verb:

- I hurt **myself**.
- He had a fall and knocked **himself** out.

Object of Preposition:

- She was sitting by **herself**.
- You worry about **yourself** too much.

Indirect Object of the Verb:

- He poured **himself** a drink.
- We found **ourselves** a couple of chairs.

REFLEXIVE PRONOUN

Reflexive Pronouns are used after 'busy, devout, adjust, pride, content, avail, absent, avenge, enjoy, etc.' if there is no object after these words.

- He later **avenged on** his brother's killer.
- ✓ He later **avenged himself** on his brother's killer.

TEXTUAL SUPPORT

1. The odds were heavily against his being able to better **him** by moving elsewhere.
The odds were heavily against his being able to better **himself** by moving elsewhere.
2. One did find **one** at last standing by the trunks and suitcases.
One did find **oneself** at last standing by the trunks and suitcases.
3. Go in there, and dry your eyes and fix **you** up.
Go in there, and dry your eyes and fix **yourself** up.
4. When God calls **him** all seeing, it restrains a person from doing wrong.
When God calls **himself** all seeing, it restrains a person from doing wrong.
5. He found that his pride in Brookfield reflected back, giving him cause for pride in **him** and his position.
He found that his pride in Brookfield reflected back, giving him cause for pride in **himself** and his position.
6. He devoted himself to **help** the people.
He devoted himself to **helping** the people.
7. He absented **from** the class.
He absented **himself** from the class.

INDEFINITE PRONOUN

[someone/ **somebody**, **anyone** /anybody, everyone/ **everybody**, no-one /nobody, something, anything, everything, nothing].

You use indefinite pronouns when you are not referring to any particular person or thing:

- Something's wrong with my computer.
- Is anyone at home?

In referring to **anybody**, **everybody**, **everyone**, **anyone**, **each**, etc. the pronoun **he** or **she** is used according to the context; as,

I shall be glad to help **everyone** of my boys in **his** studies.

But when the **sex** is not determined, we use "he/she or his/her, or him/her" to represent both male and female

- **Each** must do **his/her** best.

Many good English authors disregard the rule and use the pronoun of the third person **plural**; as

- Let **each** esteem other better than **themselves**.
- **Everybody** is discontented with **their** lot in life.
- **Everybody** has **their** own ideas which **they** hate to change.

RECIPROCAL PRONOUN

Reciprocal pronoun **each other** is usually used for two, whereas **one another** for more than two.

- The people said hello to **each other**.
- ✓ The people said hello to **one another**.

TEXTUAL SUPPORT

1. We both sat down and looked at **one another**.
We both sat down and looked at **each other**.
2. For an hour both men abused **one another**.
For an hour both men abused **each other**.
3. Della and Jim had great love for **one another** and could not think of celebrating Christmas without presenting the gifts.
Della and Jim had great love for **each other** and could not think of celebrating Christmas without presenting the gifts.
4. The Turks and the Greek never hated **one another**.
The Turks and the Greek never hated **each other**.
5. Both the teams played hard against **one another**.
Both the teams played hard against **each other**.

PAST PAPER QUESTION

- A) They both looked to **one another**, startled by all they had just finished saying.
- B) They both looked to **each another**, startled by all they had just finish saying.
- C) They both looked to **each another**, startle by all they had just finish saying.
- D) They both looked to **each other**, startled by all they had just finished saying.

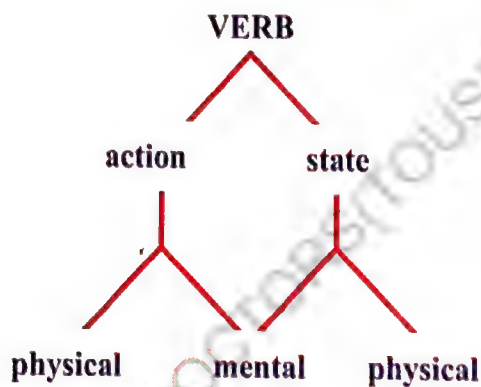
8 UNIT

VERB AND TENSES

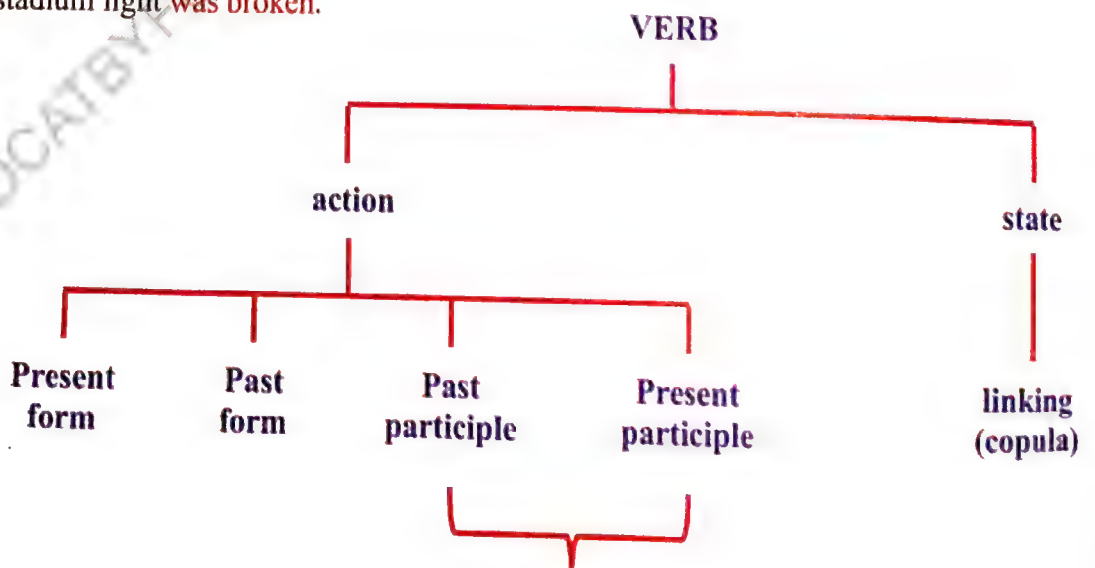
A verb is the part of speech (or word class) that describes an action or occurrence or indicates a state of being. Following are the points you need to check out when you have verbs:

- Overlapping of regular and irregular verbs
- Overlapping of transitive and intransitive verbs
- Correct usage of verb after causative and subjunctive verbs
- Gerund and infinitive (with or without "to")

VERB is the lifeblood of English language; no verb, no sentence. It's only because of the verb that our words take **action** and we **make statements**.



- Wajeeh **hit** the ball for six.
- We can **imagine** his happiness.
- His team mates **were** happy.
- The stadium light **was** broken.



PARTICIPLE

Past
3rd form

Present
ing form

Participle is the 3rd form or the -ing form of a verb that may function as an adjective or a noun.

PARTICIPLE

Adjective ← Adjective

Adjective ← Adjective

Adjective ← Adjective

Adjective

VERB

break

broke

broken

breaking

LINKING VERBS

Linking verbs help to make a statement not by expressing action, but by expressing a state or condition. These verbs link

a noun,
a pronoun,
or
an adjective
to the subject.

EXAMPLES:

- The author **is** Ali Shan Rao
- This **is** he.
- He **looks** serious.

COMMON LINKING VERBS

The most common linking verb is 'be,' (is, am, are, was, were, be, being, can be, is being, and could have been)

Some other linking verbs

| | | | |
|--------|-------|--------|-------|
| appear | look | grow | prove |
| become | sound | smell | taste |
| seem | feel | remain | turn |

UNIT -8

PROBLEM

Many of the verbs in the preceding list can also be used as action verbs or linking verbs.

LINKING

- The farmer **grew** angry.

ACTION

- The farmer **grew** crops.

CONFUSED?

In general, a verb is a linking verb if you can substitute for it some form of the verb *seem*.

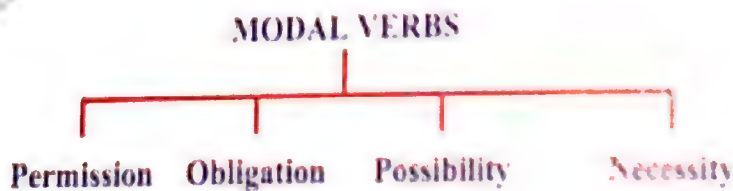
AUXILIARY VERB (HELPING VERBS)

The verbs *is, am, are, was, were, has, have, had, shall, will* are called helping verbs. They are used with the forms of verbs to make tenses, questions and negatives.



MODAL VERBS

| | | | | | |
|------|----------|---------|-------|------|-------|
| Can | Could | Should | Would | May | Might |
| Must | Ought to | Used to | Need | Dare | |



- You **may** leave now.
- We **must** pray five times a day.
- It **might** rain today.
- I **need not** go to see her off.

Simple

- **Present**
 - habitual action, general truths etc.
 - The sun rises in the east.
- **Past**
 - actions that took place once upon a time.
 - The Muslims conquered Makkah.
- **Future**
 - actions likely to happen in the future.
 - I shall be twenty next year.

TENSES

Continuous

- **Present**
 - actions going on at the time of speaking.
 - I am teaching you now.
- **Past**
 - actions going on at some time in the past.
 - It was getting dark.
- **Future**
 - actions which will be in progress at some time in the future.
 - It will be raining tomorrow.

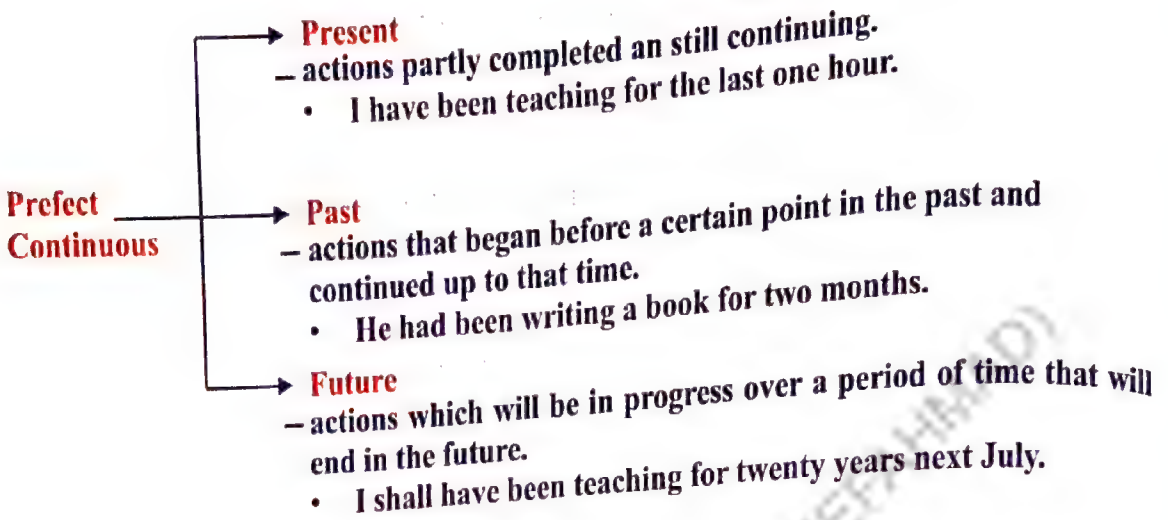
TENSES

Perfect

- **Present**
 - actions completed in the immediate past.
 - He has just gone out.
- **Past**
 - actions completed before a certain movement in the past.
 - He had died when I arrived.
- **Future**
 - actions that will be completed by a certain future time.
 - I shall have written my book by tomorrow.

UNIT -8

TENSES



Now we are going to discuss the following points:

- Regular and irregular verbs.
- Transitive and intransitive verbs.
- Causative verb
- Subjunctive verbs.
- Gerund and infinitive
- Infinitive with or without "to"

REGULAR AND IRREGULAR VERBS

REGULAR VERBS

A regular verb is one that forms its past and past participle by adding '-d' or '-ed' to the 1st form (infinitive form).

| Infinitive | Past | Past Participle |
|------------|--------|-----------------|
| live | lived | (have) lived |
| play | played | (have) played |
| walk | walked | (have) walked |

UNIT -8

IRREGULAR VERBS

An irregular verb is one that forms its past and past participle in some other way than a regular verb.

| 1 st Form | 2 nd and 3 rd form | 1 st Form | 2 nd and 3 rd form |
|----------------------|--|----------------------|--|
| Beat | (beat-beat) | Bear | (bore-born) |
| Bite | (bit-bitten) | Burst | (burst-burst) |
| Hit | (hit-hit) | Creep | (crept-crept) |
| Set | (set-set) | Shake | (shook-shaken) |
| Sink | (sank-sunk) | Sting | (stung-stung) |
| Swear | (swore-sworn) | Strew | (strewed-strewed) |
| Swing | (swung-swung) | Swim | (swam-swum) |
| Swing | (swung-swung) | Clump | (clung-clung) |
| Fling | (flung-flung) | Lie | (lay-lain) |
| Lay | (laid-laid) | Lend | (lent-lent) |
| Tear | (tore-torn) | Wear | (wore-worn) |

These are some of the most important and most frequently used irregular verbs.
Complete list of such verbs can be found on KIPS I MS Reading.

TEXTUAL SUPPORT

1. I **bended** down and picked dates off some of them.
I **bent** down and picked dates off some of them.
2. A taxi also **drawed** near him and the driver looked at him enquiringly.
A taxi also **drew** near him and the driver looked at him enquiringly.
3. Norma almost **hanged** up but restrained herself.
Norma almost **hung** up but restrained herself.
4. If you do not dig it, you will be **hung**.
If you do not dig it, you will be **hanged**.
5. Della had known they **costed** too much for her to buy them.
Della had known they **cost** too much for her to buy them.
6. The bank **swum** before my eyes.
The bank **swam** before my eyes.
7. Arthur **teared** it in half and tossed the pieces onto the table.
Arthur **tore** it in half and tossed the pieces onto the table.
8. The examiners **seeked** to expose my ignorance.
The examiners **sought** to expose my ignorance.
9. What a host of emotions **clinged** to him!
What a host of emotions **clung** to him!
10. The wind **blowed** as if to flake away their identities.
The wind **blew** as if to flake away their identities.

UNIT -8

TRANSITIVE AND INTRANSITIVE VERBS

TRANSITIVE VERBS

- Ditransitive
- Complex Transitive

The verbs that express actions with an object. The object is the noun or pronoun affected by the action. Transitive verbs are not followed by a preposition.

Example:

- The batsman **hit** the ball.
- He **gave** her a letter.
- Her remarks **made** him unhappy.

INTRANSITIVE VERBS

The verbs that express an action without an object. The verbs cry, laugh, talk, and walk are never followed by an object. These verbs may be followed by a preposition.

Example:

- They **went** to their universities.
- We **laughed** at those funny jokes.
- He **died** suddenly last night.

- *Some verbs are used transitively only*
- *Some verbs are used intransitively only.*
- *There are many verbs which can be used both transitively and intransitively. It is the object that makes its so.*
- *The list of such verbs can be found on KIPS LMS Reading.*

TWO TROUBLESOME PAIRS OF VERBS

These special verbs are

lie and lay,

rise and raise.

The most difficult to use correctly are the verbs

lie and lay.

LIE - LAY PROBLEM

When faced with a *lie—lay* problem, ask yourself two questions:

1. What is the meaning I intend?
 - Is it "to be in a lying position,"
 - or is it "to put something down"?
2. What is the time expressed by the verb and which form of verb is required to express this time?

LIE AND LAY

- The intransitive verb **lie** means "to assume a lying position" or "to be in a lying position."
- It never has an object (noun or pronoun).
- There may or may not be a preposition after the intransitive verb **lie**.

Its forms are:

1st form:

will lie

2nd Form:

lay

3rd Form

(have) lain

-ing form

(is) lying

Example:

The packing was lying by the front door.

- The verb **lay** means "to put" or "to place something."
- The verb **lay** is transitive, that is, it may have an object (noun or pronoun).

Its different forms are:

1st form

will lay

2nd Form

laid

3rd Form

(have) laid

-ing form

(is) laying

Examples:

- The mosquito will lay eggs in water.
- The victors killed everyone on whom they could lay their hands.

RISE AND RAISE

The verb **rise** means "to go up."

- Like **lie**, **rise** is intransitive.
- it never takes an object.
- It may be followed by a preposition.

Its forms are:

1st form

rise

2nd Form

rose

3rd Form

(have) risen

-ing form

(is) rising

Example:

One day this nation will rise up.

The verb **raise** means "to force something to move upward."

- Like **lay**, **raise** is transitive.
- It may take an object.

UNIT -8

Its forms are:

| | |
|----------------------|---------------|
| 1 st form | raise |
| 2 nd form | raised |
| 3 rd form | (have) raised |
| -ing form | raising |

Example:

The sun and the moon raise tides on the earth.

TEXTUAL SUPPORT

1. They had **reached to** the big cross-roads near the General Post Office.
They had **reached** the big cross-roads near the General Post Office.
2. Atom bombs **hit on** New York.
Atom bombs **hit** New York.
3. Mr. Bittering **gazed the** Earth settlement.
Mr. Bittering **gazed at** the Earth settlement.
4. Norma **sat her** chair and spoke after a moment.
Norma **sat on** her chair and spoke after a moment.
5. The route **laid across** an apparently trackless desert.
The route **lay** across an apparently trackless desert.
6. Five bombs had **felled in** and around Brookfield.
Five bombs had **fallen** in and around Brookfield.
7. He then struck the man himself a similar blow, which **fell him** to the earth like a log.
He then struck the man himself a similar blow, which **felled** him to the earth like a log.
8. The smoke was **raising from** myriads of fires.
The smoke was **rising** from myriads of fires.
9. He **arrived** the method of attenuating germs.
He **arrived at** the method of attenuating germs.
10. Five years later a rocket **felled** out of the sky.
Five years later a rocket **fell** out of the sky.

PAST PAPER QUESTION

- A) In North Africa, he barely escaped assassination at the **hand** of the governor of the province.
B) In North Africa, he barely escaped assassination **from** the hands of the governor of the province.
C) In North Africa, he barely escaped assassination **from** the **hand** of the governor of the province.
D) In North Africa, he barely escaped assassination at the hands of the governor of the province.
(2014)

CAUSATIVE VERBS

- A causative verb, as the name implies, indicates that a person, place, or thing is causing an action or event to happen.
- Have, get, make, let, keep, help are some of the causative verbs.

the majority of causative verbs are followed by infinitives
(to + 1st form of verb)
in causative structures. Some of the most common of these are
allow, permit, enable, cause, lead, force, require, motivate, convince,, and get.

UNIT -8

Example:
He enabled us to write English.

have
Rather than meaning "to possess," have as a causative verb means "to compel, persuade, instruct, or cause someone to do something."

Example:
I will **have** my kids **clean** the house.

have + object + the 3rd form of verb
is used to indicate when you have something done to someone or something.

- Example:**
- I'll have the house painted this week.
 - She had the car cleaned twice.

THE SUBJUNCTIVE MOOD

SUBJUNCTIVE

caution

- +s/es
- +to
- +ed

The **subjunctive Mood** is used to express a wish, a demand, or a suggestion etc.

The following verbs- when used with the word **that** often attract the subjunctive mood: to ask (that), to command (that), to demand (that), to insist (that), to order (that), to recommend (that), to suggest (that) and to wish (that).

Example:

I propose that Lee **be** asked to play the guitar.

VERB & TENSES

Causative have



Some person



Verb 1st Form

Causative have



Some thing



Verb 3rd Form

UNIT -8

Normal forms

- is
- am
- are



Subjunctive forms

- be

Normal Form

- I **am** available.



Subjunctive

- I demand that I **be** available.

Normal Form

- You **are** truthful.



Subjunctive

- I ask that you **be** truthful.

Normal forms

- has



Subjunctive forms

- have

Keys to subjunctive

- Should
- Must
- Ought to

Normal form

- She **has** a chance.



Subjunctive

- I demand she **have** a chance.

Normal forms

- Prepares
- Works
- Sings



Subjunctive forms

- Prepare
- Work
- Sing

Normal form

- She **makes** a tea.



Subjunctive

- I propose she **make** a tea.

SUBJUNCTIVE ADJECTIVE

The following adjectives – when used with the word *that* – often attract the subjunctive mood:

crucial, essential, important, imperative and necessary

UNIT -8

VERB & TENSES

Example:

It is **essential** that he use the time responsibly and timely.

- It is important that everyone **is** registered. (Incorrect)
- It is important that everyone **be** registered. (Correct)

It's (high) time

It's (high) time + **past subjunctive** expresses that something should be done and that it is already a bit late.

Example:

- It's time you **go** to bed. You'll have to get up early tomorrow.
- It's time you **went** to bed. You'll have to get up early tomorrow.

- It's high time I **buy** a new pair of jeans.
- It's high time I **bought** a new pair of jeans.

TEXTUAL SUPPORT

1. I suggest you did a bit of cooperating.
I suggest you **do** a bit of cooperating.
2. Are you suggesting we must play a trick on Clay?
Are you suggesting **we play** a trick on Clay?
3. He suggested that it sits in the upland town of Ankara.
He suggested that it **should sit** in the upland town of Ankara.
4. He proposed that the Sultanate is to be abolished.
He proposed that the Sultanate **should be** abolished.
5. No wonder you had the door **lock**!
No wonder you had the door **locked**!
6. Old Smith had had his crop to **eat** to the ground.
Old Smith had had his crop **eaten** to the ground.
7. I had my hair cut off and **sell** it.
I had my hair cut off and **sold** it.
8. You plan to have Wozzeck **to pretend** he has found a pearl in the oyster.
You plan to have Wozzeck **pretend** he has found a pearl in the oyster.

CAUSATIVE VERB

Get and have both mean "to instruct or compel,"
get often implies convincing or persuading the person.

My wife **got** me to cook. (**convinced**)

My wife **had** me cook. (**instructed**)

Causative get



Some person



to + 1st Form

CAUSATIVE VERB

get + object + the 3rd form of verb
is used to indicate when you have something done to someone or something.

Example:

I need to get the car washed.

Causative get

Some thing

verb + 3rd form**CAUSATIVE VERB**

the use of **-ing form** after get / have indicates an action performed continuously over a period of time.

get / have

continuity

verb -ing form

Examples:

- He got me dancing for an hour.
- He had us working late again.

TEXTUAL SUPPORT

1. Get the kettle go. It's a thirsty work.
Get the kettle **going**. It's a thirsty work.
2. Ain't you got anybody home tell you to wash your face?
Ain't you got anybody home **to tell** you to wash your face?
3. I want to get my father come home again.
I want to get my father **to come** home again.
4. Mansoor feels pleased to get his head to cut off.
Mansoor feels pleased to get his head **cut off**.
5. He still had to get the post create.
He still had to get the post **created**.
6. You got your ideas well stick in those days.
You got your ideas well **stuck** in those days.

CAUSATIVE VERB**make**

In contrast to its primary definition of "to create or bring into existence," we use **make** as a **causative verb** to indicate that someone or something has forced or compelled an action or event to occur.

Example:

She **made** him buy her a different ring.

Causative make

active voice

verb 1st form

CAUSATIVE VERB

Make can also be followed by **to + 1st** form of verb but only if it is used in the **passive voice**.

Example:

Workers **are** often **made** *to feel* responsible for a company's misfortunes.

Causative make



passive voice



to + 1st form

MAKE A POINT

In a few cases **make** can be followed by *myself, yourself, etc.* and a *past participle*. The structure is common with **understood** and **heard**.

Example:

I don't speak good French, but I can make myself **understood**.

We can talk about an effect or change with **make + object + adjective/noun**

Example:

✓ She made everybody **welcome**.

TEXTUAL SUPPORT

1. There were times when I tried to make myself **fainted**.
There were times when I tried to make myself **faint**.
2. It took me thirty years to improve these old worn-out acres to **make** them **to do** this!
It took me thirty years to improve these old worn-out acres to make them **do** this!
3. How our hounds would **make** the rabbits **circled**!
How our hounds would make the rabbits **circle**!
4. It **makes** me **yearned** to borrow a collecting box and go round doing good myself.
It **makes** me **yearn** to borrow a collecting box and go round doing good myself.
5. They **would be made** **felt** uncomfortable.
They would be made **to feel** uncomfortable.

CAUSATIVE VERB

let

The primary use and definition of let is as a causative verb, meaning "to allow, permit, or give opportunity to."

Example:

He does not let us sit together.

Causative let



allow // permit



1st form only

CAUSATIVE VERB

keep

Instead of its usual meaning

"to retain possession of", keep as a causative verb means
 "to maintain or prolong."

There is only one causative verb that must be used with
 the -ing form of verb: keep.

Example:

She **kept** him waiting for ages.

Causative keep

continuity

The -ing form

THE SEMI-CAUSATIVE

help

What sets help apart as a causative verb is that it can
 be followed by either to+1st form of verb or
 the 1st form of verb without to.

Example:

- Ali is helping us learn grammar.
- Ali is helping us to learn grammar.

Causative help

bare infinitive

Full infinitive

GERUND AND INFINITIVE

GERUND

The "- ing" form used as a noun is called **Gerund**, and it is used to show some process,
 activity, or action.

He stopped **smoking**. (Previously, he used to do this activity, but now he has stopped that
 activity.)

- I still **remember** to buy my first bicycle.
- I still **remember** buying my first bicycle.

TEXTUAL SUPPORT

1. He said that he remembered my **do** so.
 He said that he remembered my **doing** so.
2. I remember **go** to the Museum to read up the treatment for some slight ailment.
 I remember **going** to the Museum to read up the treatment for some slight ailment.

GERUND

Certain expressions (*devote, with a view to, look forward to, get used to, can't help, etc.*) take
 V-ing form after them.

- I look forward to **hear** from you.
- ✓ I look forward to **hearing** from you.

TEXTUAL SUPPORT

1. Pasteur devoted his attention **to make** sketches of his companions.
1. Pasteur devoted his attention **to making** sketches of his companions.
2. His agents ransacked the bookshops with a view **to buy** manuscripts.
2. His agents ransacked the bookshops with a view **to buying** manuscripts.

INFINITIVE

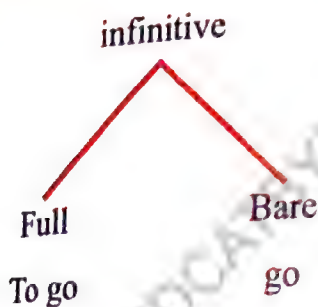
The "to + 1st Form of Verb" is called a full infinitive and it is used to show purpose or priority.

- He stopped **to smoke**. What was the purpose? He stopped why-? To smoke
- He hopes **winning** the match.
 - He hopes **to win** the match.

TEXTUAL SUPPORT

1. One of the doctors had told him not **walking** the length of a city block.
1. One of the doctors had told him not **to walk** the length of a city block.
2. I went on, as if I had been prompted **lying** about it.
2. I went on, as if I had been prompted **to lie** about it.
3. You are going **remembering** Mrs. Luella Bates Washington Jones.
3. You are going **to remember** Mrs. Luella Bates Washington Jones.
4. Chips went across the road **living** at Mrs. Wickett's.
4. Chips went across the road **to live** at Mrs. Wickett's.
5. Norma tried **lifting** it off, but it was locked in place.
5. Norma tried **to lift** it off, but it was locked in place.

Infinitive with "to" and Infinitive without "to"



Infinitive is the base form of verb used with or without "to".

If the base form of the verb is written with "to", it is called "Full Infinitive".

If the base form of the verb is written without "to", it is called "Bare Infinitive".

Bare Infinitive

Infinitive without 'to' is used with:

- Let
- had better
- would rather/sooner
- Subjunctive Mood, etc.
- Causative have + person

- Modals (needn't/dare etc.)
- Causative make (Active Voice)
- watch/see/hear + Noun/Pronoun

1. let

- He let the dirt to run between his fingers.
- ✓ He let the dirt **run** between his fingers.

2. had better

- I had better sharpened my pencil.
- ✓ I had better **sharpen** my pencil.

3. Would rather

- I'd rather not discussed it anymore, if you don't mind.
- ✓ I'd rather not **discuss** it anymore, if you don't mind.

4. Subjunctive Mood

- It is essential that he goes to the doctor.
- ✓ It is essential that he **go** to the doctor.

5. Causative Have + Person

- I always have my children to take the medicine.
- ✓ I always have my children **take** the medicine.

6. Modals (Needn't etc.)

- You needn't to look for it.
- ✓ You needn't **look** for it.

7. Causative Make (Active Voice)

- I will make them to learn English first.
- ✓ I will make them **learn** English first.

8. Watch/Hear/See + Noun

- He saw me picked up this string here.
- ✓ He saw me **pick** up this string here.

TEXTUAL SUPPORT

1. Let the water **ran** until it gets warm.
Let the water **run** until it gets warm.
2. We thought you had better **looked** her over and tell us what the matter is.
We thought you had better **look** her over and tell us what the matter is.
3. I'd rather he **doesn't** know I was around.
I'd rather he **didn't** know I was around.
4. The man felt his hair **fluttered** and the tissues of this body draw tight.
The man felt his hair **flutter** and the tissues of this body draw tight.
5. An orchestra could be heard **to play** in one of the restaurants.
An orchestra could be heard **playing** in one of the restaurants.

UNIT -8

VERB & TENSES

PAST PAPER QUESTION:

The man felt his hair flutter and the tissues of his body drew tight as if he were standing at the centre of a vacuum.

A)

B)

C)

(H-draw)

We were ten miles up the highway when I happened to saw this classified advertisement in the Newspaper.

A)

B)

C)

(C -see)

- D)
- A) The government should accrue taxes for strengthen the economy of the country.
 - B) The government should accrue taxes in strengthen the economy of the country.
 - C) The government should accrue taxes to strengthen the economy of the country.
 - D) The government should accrue taxes by strengthen the economy of the country. (2011)

- A) Shelley is consider to be an idealist poet.
- B) Shelley is considering to be an idealist poet.
- C) Shelley is considers to be an idealist poet.
- D) Shelley is considered to be an idealist poet.

Infinitive with "to"

- After certain verbs like decide (for complete list, KIPS LMS Reading)
- After Causative "make" (Passive Voice)
- After Causative Verb Get + Person

1. Decide

- Katherine decided marry Mr. Chips.
- ✓ Katherine decided to marry Mr. Chips.

2. Causative Make (Passive Voice)

- They were made learn English first.
- ✓ They were made to learn English first.

3. Causative Verb Get + Person

- I got the gardener water the plants.
- ✓ I got the gardener to water the plants.

STATIVE VERBS

Stative verbs such as believe, doubt, know, like, love, hate, prefer, want, wish, appear, hear, smell, sound, taste, deny, impress, involve, lack, matter, need, possess, consist, comprise, contain, understand, seem, look, taste, sound, smell etc. are not usually used in the continuous form, even when we are talking about temporary situations or states.

- I am not knowing what to do about this problem. (Incorrect)
- I don't know what to do about this problem. (Correct)

TEXTUAL SUPPORT

1. The truth is, Clay, you want money because you are **needing** money.
The truth is, Clay, you want money because you **need** money.
2. Feelings which **are involving** fears such as this are called superstitions.
Feelings which **involve** fears such as this are called superstitions.
3. You **are wanting** to work in my metal shop on a rocket you're welcome.
You **want** to work in my metal shop on a rocket you're welcome.
4. He knew that Ralston did not like him, either; but that **wasn't seeming** to matter.
He knew that Ralston did not like him, either; but that **seemed** to matter.

VERBS OF KNOWING

Some verb such as *know, learn, teach, discover, find, etc.* take *how + to + V-I* after them.

- He knows **playing** this game. (Incorrect)
He knows **how to play** this game. (Correct)
- My mother has taught me **doing** it. (Incorrect)
My mother has taught me **how to do** it. (Correct)

TEXTUAL SUPPORT

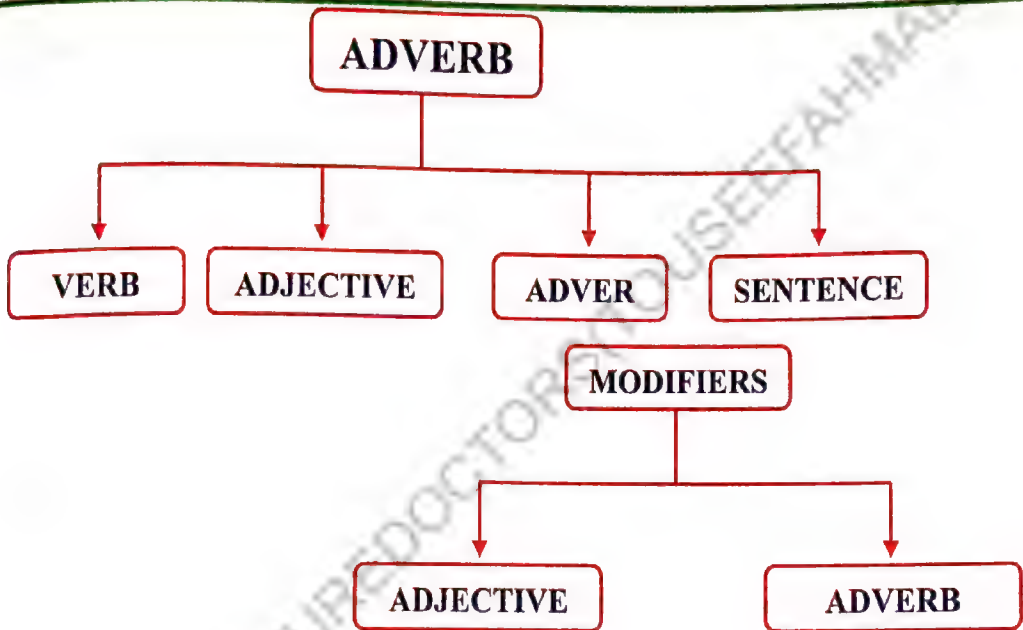
1. He knew **to keep** their favour by generous pay.
He knew **how to keep** their favour by generous pay.
2. I know **exposing** a throat for inspection.
I know **how to expose** a throat for inspection.
3. We have learned **to provide** ourselves with a variety of foods throughout the year.
We have learned **how to provide** ourselves with a variety of foods throughout the year.
4. Mr. Somervell knew **doing** it.
Mr. Somervell knew **how to do** it.
5. George claimed to have found the pocket book, but not knowing **reading** he had given it to his employer.
George claimed to have found the pocket book, but not knowing **how to read** he had given it to his employer.
6. I don't know **to give** a poodle haircut, but even if I know how, I wouldn't do it.
I don't know **how to give** a poodle haircut, but even if I know how, I wouldn't do it.

9 UNIT

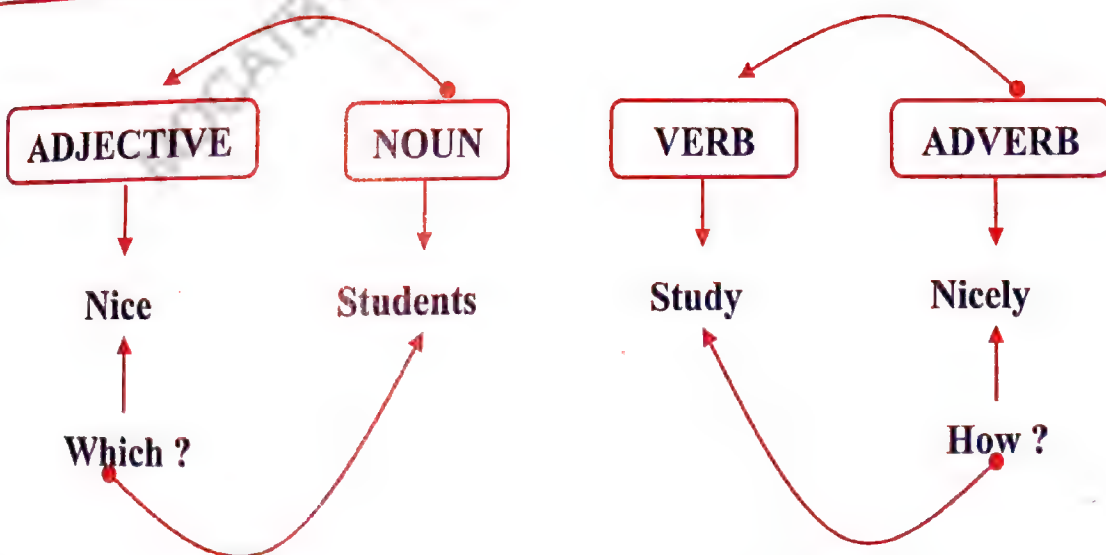
ADVERB

Adverb is a word that adds more meaning to a verb, an adjective, another adverb, or the whole sentence. Following are the things you need to check out when you have adverbs.

- Adverb and adjective confusion with an "-ly"
- Adverb with punctuation marks
- Order of Adverbs
- Spelling errors of Adverbs



ADJECTIVE + ly = ADVERB



Adverb is a word that adds more meaning to a **verb**, an **adjective**, another **adverb**, or the whole sentence. Following are the things you need to check out when you have adverbs.

- Adverb and adjective confusion with an "-ly"
- Adverb with punctuation marks
- Order of Adverbs
- Spelling errors of Adverbs

Rule - 1

(i) Generally, we form an adverb of manner by adding an "-ly" to an adjective. However, some adjectives do not take an "-ly". The verbs (*seem, look, appear, sound, prove, turn, grow, become, etc.*) take adjectives rather than adverbs.

1. The idea sounds **greatly**. (Incorrect)

The idea sounds **great**. (Correct)

(ii) Every word ending in an "-ly" is not an adverb. The "-ly" suffix is added to nouns to form adjectives (*miserly, cowardly, friendly, deadly, manly, fatherly, etc.*).

- She behaved **cowardly** when she saw a stranger. (Incorrect)
She behaved in a **cowardly manner** when she saw a stranger. (Correct)

TEXTUAL SUPPORT

1. She dashed blind onto the porch.
She dashed **blindly** onto the porch.
2. She could easier see him out of the corner of her eye if she wanted to.
She could **easily** see him out of the corner of her eye if she wanted to.
3. Rarely did he read more than a page of it before sleep came swiftly and peaceful.
Rarely did he read more than a page of it before sleep came swiftly and **peacefully**.
4. Speaking quiet and slow I approached the child again.
Speaking **quietly and slowly** I approached the child again.
5. He walked slow in his pointed shoes and leaned on a gilded stick.
He walked **slowly** in his pointed shoes and leaned on a gilded stick.
6. The child was full dressed and sitting on her father's lap.
The child was **fully** dressed and sitting on her father's lap.
7. She did not move and seemed, inward, quiet.
She did not move and seemed, **inwardly**, quiet.
8. This time the driver and greaser seemed reluctantly to take him.
This time the driver and greaser seemed **reluctant** to take him.
9. The authorities of Istanbul became suspiciously of Kamal's intentions.
The authorities of Istanbul became **suspicious** of Kamal's intentions.
10. He seemed so peacefully that they did not disturb him to say good night.
He seemed so **peaceful** that they did not disturb him to say good night.
11. But now I also had grown furiously - at a child.
But now I also had grown **furious** - at a child.
12. The population is not now growing so fastly.
The population is not now growing so **fast**.
13. It's shut tightly; it's alive and there's a pearl in it.
It's shut **tight**; it's alive and there's a pearl in it.

PAST PAPERS QUESTION

- A) They felt bad while leaving their friends.
 B) They felt badly about leaving their friends.
 C) They felt very badly about leaving their friends.
 D) They felt badly while leaving their friends. (2009)

- A) The lovely sentiments we go through repeating!
 B) The lovely sentiments we go about repeating!
 C) The lovely sentiments we go in repeating!
 D) The lovely sentiments we go for repeating! (2016)

Rule - 2

Generally, the adverb ending in an "ly" is used with some adjective (past participle or the third form).

Everybody was **extreme** annoyed with Julian. (Incorrect)

Everybody was **extremely** annoyed with Julian. (Correct)

TEXTUAL SUPPORT

- They look surprising peaceful.
They look **surprisingly** peaceful.
- It was unbearable stifling in the driver's cabin.
It was **unbearably** stifling in the driver's cabin.
- Superstitious people's lives are great influenced by such signs.
Superstitious people's lives are **greatly** influenced by such signs.
- I came to that country and they were wonderful friendly.
I came to that country and they were **wonderfully** friendly.
- The child was full dressed and sitting on her father's lap.
The child was **fully** dressed and sitting on her father's lap.

Rule - 3

Adverb is a word that adds more meaning to a **verb**, an **adjective**, another **adverb**, or the whole sentence. Following are the things you need to check out when you have adverbs.

- Adverb and adjective confusion with an "-ly"
- Adverb with punctuation marks
- Order of Adverbs
- Spelling errors of Adverbs

Rule - 4

(i) Generally, we form an adverb of manner by adding an "ly" to an adjective. However, some adjectives do not take an "ly". The verbs (*seem, look, appear, sound, prove, turn, grow, become, etc.*) take adjectives rather than adverbs.

- The idea sounds **greatly**. (Incorrect)
The idea sounds **great**. (Correct)

(ii) Every word ending in an "-ly" is not an adverb. The "-ly" suffix is added to nouns to form adjectives (*miserly, cowardly, friendly, deadly, manly, fatherly, etc.*).

- She behaved **cowardly** when she saw a stranger. (Incorrect)
She behaved **in a cowardly manner** when she saw a stranger. (Correct)

TEXTUAL SUPPORT

1. She dashed blind onto the porch.
She dashed **blindly** onto the porch.
2. She could easier see him out of the corner of her eye if she wanted to.
She could **easily** see him out of the corner of her eye if she wanted to.
3. Rarely did he read more than a page of it before sleep came swiftly and peaceful.
Rarely did he read more than a page of it before sleep came swiftly and **peacefully**.
4. Speaking quiet and slow I approached the child again.
Speaking **quietly and slowly** I approached the child again.
5. He walked slow in his pointed shoes and leaned on a gilded stick.
He walked **slowly** in his pointed shoes and leaned on a gilded stick.
6. The child was full dressed and sitting on her father's lap.
The child was **fully** dressed and sitting on her father's lap.
7. She did not move and seemed, inward, quiet.
She did not move and seemed, **inwardly**, quiet.
8. This time the driver and greaser seemed reluctantly to take him.
This time the driver and greaser seemed reluctant to take him.
9. The authorities of Istanbul became suspiciously of Kamal's intentions.
The authorities of Istanbul became **suspicious** of Kamal's intentions.
10. He seemed so peacefully that they did not disturb him to say good night.
He seemed so **peaceful** that they did not disturb him to say good night.
11. But now I also had grown furiously - at a child.
But now I also had grown **furious** - at a child.
12. The population is not now growing so fastly.
The population is not now growing so **fast**.
13. It's shut tightly; it's alive and there's a pearl in it.
It's shut **tight**; it's alive and there's a pearl in it.
14. Wetherby treated Mr. Chips fatherly.
Wetherby treated Mr. Chips **in a fatherly manner**.

UHS PAST PAPERS

- A) They felt bad while leaving their friends.
- B) They felt badly about leaving their friends.
- C) They felt very badly about leaving their friends.
- D) They felt badly while leaving their friends. (2009)

- A) The lovely sentiments we go through repeating!
- B) The lovely sentiments we go about repeating!
- C) The lovely sentiments we go in repeating!
- D) The lovely sentiments we go for repeating! (2016)

UNIT -9

Rule - 5

Always use a semicolon before and comma after the conjunctive adverbs (*therefore, however, etc.*) when separating two independent clauses.

- It was hot, therefore, we went swimming. (Incorrect)
- It was hot; therefore, we went swimming. (Correct)

OR

- It was hot. Therefore, we went swimming. (Correct)

ADVERB

TEXTUAL SUPPORT

- However the organization is of international scope.
However, the organization is of international scope.
- Nonetheless that is the proposition.
Nonetheless, that is the proposition.
- We seem to have strength, but it is only the appearance of strength; otherwise we are weak and without motion.
We seem to have strength, but it is only the appearance of strength; otherwise, we are weak and without motion.

Rule - 6

Enough is an adjective as well as an adverb. After adjectives *enough* will act as an adverb, whereas before nouns *enough* will act as an adjective.

- This shirt isn't enough big.
This shirt isn't big enough.

TEXTUAL SUPPORT

- You are enough old to understand it what I am saying to you.
You are old enough to understand it what I am saying to you.
- He was kind without being soft and understood them enough well.
He was kind without being soft and understood them well enough.
- A flask of cold water became enough hot to make tea.
A flask of cold water became hot enough to make tea.
- When I came here I was enough old to know a good thing when I saw it.
When I came here I was old enough to know a good thing when I saw it.
- Well, the tide hardly ever gets enough low for a fellow to get around to the ocean side of Black Rock.
Well, the tide hardly ever gets low enough for a fellow to get around to the ocean side of Black Rock.
- You can get Clay around to the truth enough easy just as soon as he gets his father home.
You can get Clay around to the truth easy enough just as soon as he gets his father home.
- Even fifty years is not time enough to enjoy it fully.
Even fifty years is not enough time to enjoy it fully.
- Katherine was twenty-five — enough young to be Chips's daughter.
Katherine was twenty-five — young enough to be Chips's daughter.

UNIT -9

Rule - 7

(i) Adverbs of time should be used in ascending order.

- The result will be announced this week on Monday at 7a.m.
The result will be announced at 7a.m on Monday this week.
- He visited me at 7 o'clock in July on Monday in 2017.
He visited me at 7 o'clock on Monday in July in 2017.

(ii) Adverbs of Manner (M) place (P) and Time (T) should be used according to MPT formula

- He was welcomed yesterday at the station nicely.
He was welcomed nicely at the airport yesterday.

(iii) Adverbs of frequency (often, always, ever, never, etc.) don't usually go after the verb phrase.

- We go hardly there.
We hardly go there.

- I enjoyed often the actual classroom work.
I often enjoyed the actual classroom work.

(iv) In case of two or more adverbials at the end of a sentence the usual order is duration (how long-?), frequency (how often-?) and time (when-?)

- We went to Karachi last year (time) three times (frequency).
We went to Karachi three times (frequency) last year (time).
- I shall visit kalam in March (time) for a few days (duration).
I shall visit kalam for a few days (duration) in March (time).

(v) Unless there is a reason for using a different order, we put a shorter adverbial before a longer adverbial: *word + phrase + clause*

- They arrived back while I was sleeping at one o'clock.
They arrived back at one o'clock while I was sleeping.

TEXTUAL SUPPORT

1. I remained three times as long as anyone else in the Third.
I remained in the third three times as long as anyone else.
2. The gay songs that accompany usually wedding ceremonies were not sung.
The gay songs that usually accompany wedding ceremonies were not sung.
3. Those who usually were content to live with their loneliness, emerged from their hide-outs to join the gaiety of the streets.
Those who were usually content to live with their loneliness, emerged from their hide-outs to join the gaiety of the streets.
4. She had fought to keep me from knowing her secret valiantly.
She had fought valiantly to keep me from knowing her secret.
5. She said often little prayers quietly, about simple everyday things.
She often said little prayers quietly, about simple everyday things.
6. I often have thought of keeping a diary.
I have often thought of keeping a diary.

ADVERB

UNIT -9

Rule - 8

a. Before the base form of a verb.
b. Before the comparative form of an adjective.

- He is in a very better position.
- He is in a much better position.
- Too is normally used with adjectives and is followed by a noun, meaning as too.

- It was a too small table.
- The table was too small.
- It was a too difficult question.
- The question was too difficult.

Note: In very formal contexts, we use *too* instead of *very*.

(vi) The structure *too + adjective + to + verb* is used in context, we use *too*.

- She was too frightened to go.
- She was too young to go.

- My parents were too busy to go.
- My parents were too old to go.

TEXTUAL SUPPORT

1. It takes very long to finish the work.
It takes much longer to finish the work.
2. He felt much better after the operation.
He felt very well after the operation.
3. Chips had to wait too long for the food.
Chips had to wait too long for the food.
4. The young man was too shy to speak.
The young man was too shy to speak.
5. Your father was too busy to go.
Your father was too busy to go.
6. She was too tired to go.
She was too tired to go.

Rule - 9

i) *Altogether* is used to mean *in all* or *in total*.

He was a very good student.
He was a very good student.

KETS - 1

UNIT -9

Rule - 8

i) Before the base form of an adjective, we normally use *very*. *Much* is used before the comparative form of an adjective:

ADVERB

- He is in a **very** better mood than usual. (Correct)
- He is in a **much** better mood than usual. (Incorrect)
- ii) **Too** is normally used before predicative adjectives. We do not use *too* before an adjective that is followed by a noun. In this position, we use *very*. However, *very* does not have the same meaning as *too*.
- It was a **too small** table. (Incorrect)
The table was **too** small. (Correct)
- It was a **too difficult** question. (Incorrect)
The question was **too** difficult. (Correct)

Note: In very formal styles we sometimes use the structure: *too* + adjective + *a/an* + noun: It was *too difficult a question* to answer.

iii) The structure *too* + adjective/adverb + *to*-infinitive has a negative meaning. In a negative context, we use *any*, *anything*, etc. *NOT* *some*, *something*, etc.

- She was **too frightened** to say *something*. (Incorrect)
She was **too frightened** to say *anything*. (Correct)
- My parents were **too poor** in those days to give me *some* money. (Incorrect)
My parents were **too poor** in those days to give me *any* money. (Correct)

TEXTUAL SUPPORT

1. It takes **very** less time to use indigenous equipment.
It takes **much** less time to use indigenous equipment.
2. He felt **much** fit, and the actual work was not taxing.
He felt **very** fit, and the actual work was not taxing.
3. Chips had been at Brookfield for forty-two years, and had been **much** happy there.
Chips had been at Brookfield for forty-two years, and had been **very** happy there.
4. The young man seemed to be **much** happy in his overcoat.
The young man seemed to be **very** happy in his overcoat.
5. Your father wasn't **very** better, either.
Your father wasn't **much** better, either.
6. She was a **much** old woman, who must have died shortly.
She was a **very** old woman, who must have died shortly.

Rule - 9

i) **Altogether** is an adverb and means completely or in total, whereas *all together* are two words that mean to be together in one group.

He was an **all together** milder and less ferocious animal. (Incorrect)
He was an **altogether** milder and less ferocious animal. (Correct)

UNIT -9

ii) *all* is an adverb and means before a particular time, whereas *ready* are two words that mean all are ready.

- The students are *all ready* acquainted with the work of Shakespeare. (Incorrect)
The students are *already* acquainted with the work of Shakespeare. (Correct)
- We are *already* to leave for holidays. (Incorrect)
We are *all ready* to leave for holidays. (Correct)
- It was *all ready* here as God had made it. (Incorrect)
It was *already* here as God had made it. (Correct)

iii) *Some* and *still* are used in positive sentence, whereas *any* and *yet* are used in negative and interrogative sentence.

- I don't want *some* bread. (Incorrect)
I don't want *any* bread. (Correct)
- We have not got acclimate to village life *still*. (Incorrect)
We have not got acclimate to village life *yet*. (Correct)

TEXTUAL SUPPORT

1. He had, in fact, *all ready* begun to sink into that creeping dry rot of pedagogy.
He had, in fact, *already* begun to sink into that creeping dry rot of pedagogy.
2. I therefore had to throw them away or wipe them off the map *all together*.
I therefore had to throw them away or wipe them off the map *altogether*.
3. In the West women have not *still* succeeded in obtaining all these benefits.
In the West women have not *yet* succeeded in obtaining all these benefits.
4. The protesters *all together* to the White House.
The protesters *altogether* to the White House.
5. Those who have *all ready* departed from this life do not know if we are frustrated or not.
Those who have *already* departed from this life do not know if we are frustrated or not.
6. We were *all* thinking of that, though no one had as *still* spoken of the thing.
We were *all* thinking of that, though no one had as *yet* spoken of the thing.
7. It was ten shillings *all together*.
It was ten shillings *altogether*.

Rule - 10

Like and *instead* of always take an object after them, whereas *alike* and *instead* do not need an object after them.

- Though John and Andrew look exactly *like*; they act quite differently. (Incorrect)
Though John and Andrew look exactly *alike*; they act quite differently. (Correct)
- The authorities used quiet persuasion *instead* the big stick. (Incorrect)
The authorities used quiet persuasion *instead of* the big stick. (Correct)

UNIT -9

TEXTUAL SUPPORT

1. she was immensely p
she was immensely p
Summer moved like
Summer moved like
Instead chemicals he
Instead of chemicals
But instead replying
feet
But instead of replying
feet
The members and
The members and

Rule - 11

Late (either an adverb or an adjective) means recently.

- His parents won
His parents won
- ### TEXTUAL SUPPORT
1. She told him ab
She told him ab

Rule - 12

Fairly is used with adjectives before unfavorable

I walk *rather* fast
I walk *fairly* fast

TEXTUAL SUPPORT

1. I'd fairly no
I'd rather no

2. Mr. Chips
Mr. Chips

Rule - 13

i) *Wholly* is a
and not as sep

He was as a
He was who

ii) *Until* is u

Most dogs
Most dogs

UNIT -9

TEXTUAL SUPPORT

ADVERB

1. She was immensely popular with boys and masters like.
She was immensely popular with boys and masters alike.
2. Summer moved alike flame upon the meadows.
Summer moved like flame upon the meadows.
3. Instead chemicals heat was used to sterilize instruments.
Instead of chemicals heat was used to sterilize instruments.
4. But instead replying, she silently lifted a corner of the quilt to expose Umdatunnisa's small, bare feet.
But *instead* of replying, she silently lifted a corner of the quilt to expose Umdatunnisa's small, bare feet.
5. The members and the Padishah himself were like eager to collaborate.
The members and the Padishah himself were alike eager to collaborate.

Rule - 11

Late (either an adverb or an adjective) means after a particular time, whereas *lately* (adverb) means recently.

- His parents won't allow him to stay out *lately*. (Incorrect)
His parents won't allow him to stay out *late*. (Correct)

TEXTUAL SUPPORT

1. She told him about her job in a hotel beauty shop that stayed open *lately*.
She told him about her job in a hotel beauty shop that stayed open *late*.

Rule - 12

Fairly is used with favorable adjectives and adverbs, whereas *rather* is chiefly used in this sense before unfavorable adjectives and adverbs.

- I walk *rather* fast but Ann walks *fairly* slowly. (Incorrect)
I walk *fairly* fast but Ann walks *rather* slowly. (Correct)

TEXTUAL SUPPORT

1. I'd *fairly* not discuss it anymore, if you don't mind.
I'd *rather* not discuss it anymore, if you don't mind.
2. Mr. Chips was an old man, still *rather* active for his years.
Mr. Chips was an old man, still *fairly* active for his years.

Rule - 13

- i) *Wholly* is an adverb which means entirely, whereas *as a whole* (idiom) means as a single unit and not as separate parts.

He was *as a whole* inattentive to the needs of his children. (Incorrect)
He was *wholly* inattentive to the needs of his children. (Correct)

- ii) *Until* is used for time, whereas *unless* is used for condition/situation.

Most dogs will not attack *until* provoked. (Incorrect)
Most dogs will not attack *unless* provoked. (Correct)

UNIT -9

ADVERB

iii) *Good* (Adjective) is used with noun, whereas *Well* (adverb) is used with verbs.
 You have to do *good* academically to get into medical school. (Incorrect)
 You have to do *well* academically to get into medical school. (Correct)

TEXTUAL SUPPORT

1. The writer was not as a whole wrong in concluding that he was suffering from almost all diseases.
 The writer was not wholly wrong in concluding that he was suffering from almost all diseases.
2. Churchill did not do good in examinations.
 Churchill did not do well in examinations.
3. The parent asserted that God put those tonsils in his son's throat for some well purpose.
 The parent asserted that God put those tonsils in his son's throat for some good purpose.
4. The driver assured him that it would be a well thing to mix a little wine with his water.
 The driver assured him that it would be a good thing to mix a little wine with his water.
5. He was a well athlete when he came by his wild idea.
 He was a good athlete when he came by his wild idea.

Rule - 14

ago is used for a defined period of time (e.g. five years ago), whereas *before* is generally used with undefined period of time (e.g. before the doctor arrived).

Some two thousand million years *before* this rare event took place. (Incorrect)
 Some two thousand million years *ago* this rare event took place. (Correct)

TEXTUAL SUPPORT

1. If you had been born two hundred years before, you would have had about one chance in eight of living to be one year old.
 If you had been born two hundred years ago, you would have had about one chance in eight of living to be one year old.
2. People who lived a century before probably enjoyed eating as much as we do today.
 People who lived a century ago probably enjoyed eating as much as we do today.
3. She had been on the defensive ago but now she attacked.
 She had been on the defensive before but now she attacked.

Rule - 15

i) *Sometime* is used for an unknown point of time, whereas *sometimes* is used to show the frequency (e.g. more than one time).

I shall share all the details *sometimes*. (Incorrect)
 I shall share all the details *sometime*. (Correct)

ii) *Hard*, as an adverb, means *with a great deal of effort* and comes after the verb. On the other hand, *hardly*, as an adverb, means *almost not* and comes before the verb.

- If you study *hardly*, you will be able to speak English well. (Incorrect)
 If you study *hard*, you will be able to speak English well. (Correct)
- Jenny has the flu, so she *hard* ate anything. (Incorrect)
 Jenny has the flu, so she *hardly* ate anything. (Correct)

UNIT -9

TEXTUAL SUPPORT

1. Auden was educated at ...
2. There was so much wa ...
3. He sometime took his ...
4. Sometimes, unconsci ...
5. I could hard believe ...
6. It was hard to belie ...
7. It would be hard t ...

Rule - 16

We use *ago* with a p ...
 I met that woman in ...
 We can use *before*

Although we teac ...
 perfect. When the ...
 week we came ba

• It was heavil ...
 It was heavil

TEXTUAL SU

1. Music of so ...
 Music of a
2. If he ever ...
 If he ever
3. They hop ...
 They hop
4. What sh ...
 What sh
5. Most of ...
 Most of

Rule - 17

If the ad ...
 sentence,

• Seld ...
 Seld

Some c ...
 no soo

UNIT -9

TEXTUAL SUPPORT

1. Auden was educated at Oxford and taught in England and Scotland for **sometimes**.
Auden was educated at Oxford and taught in England and Scotland for **sometimes**.
2. There was so much water that they **hardly** know what to do with it.
There was so much water that they **hardly** know what to do with it.
3. He **sometime** took his watch out and looked at it only when no one could see him do it.
He **sometimes** took his watch out and looked at it only when no one could see him do it.
4. **Sometime**, unconsciously, Abul repeated the same chapter twice in the same part of prayer.
Sometimes, unconsciously, Abul repeated the same chapter twice in the same part of prayer.
5. I could **hard** believe that three strenuous school terms had indeed rolled away.
I could **hardly** believe that three strenuous school terms had indeed rolled away.
6. It was **hardly** to believe that my father and mother had cleared this mountain slope.
It was **hard** to believe that my father and mother had cleared this mountain slope.
7. It would be **hardly** to think of a less appetizing drink than the greenish fluid.
It would be **hard** to think of a less appetizing drink than the greenish fluid.

ADVERB

Rule - 16

We use *ago* with a past tense and a time expression to count back from the present.
I met that woman in Scotland three years ago. (NOT ... three years before/ before three years.)
We can use *before* in the same way (with a past perfect tense) to count back from a past moment:

Although we teach that *ago* is a signal word for simple past, we sometimes use it with past perfect. When the action of the second sentence clearly takes place before the first one. As: Last week we came back from a class trip to New York. We had planned that trip half a year ago.

- It was heavily censored, but conveyed **any** news. (Incorrect)
It was heavily censored, but conveyed **some** news. (Correct)

TEXTUAL SUPPORT

1. Music of some kind could not be allowed in his house.
Music of **any** kind could not be allowed in his house.
2. If he ever received any extra money, this bonus would usually be locked up in a tin box.
If he ever received **some** extra money, this bonus would usually be locked up in a tin box.
3. They hoped it would rain very soon, to spring a new grass.
They hoped it would rain very soon, to spring **some** new grass.
4. What shall we do if we meet **some** striker?
What shall we do if we meet **any** striker?
5. Most of them do not find **some** serious interest in life.
Most of them do not find **any** serious interest in life.

Rule - 17

If the adverbs of emphasis (*no sooner, hardly, seldom, etc.*) occur at the beginning of the sentence, we normally reverse (invert) the subject - verb word order.

- **Seldom** he had seen such a beautiful scenery. (Incorrect)
Seldom had he seen such a beautiful scenery. (Correct)

Some other adverbs of emphasis are:

no sooner, hardly, rarely, only, seldom, not once, never, again, etc.

UNIT -9

1. Nor the interests of the founder of the Umayyad regime were limited to the material welfare of his people.
Nor were the interests of the founder of the Umayyad regime limited to the material welfare of his people
2. Honor had been granted him, but only now love came
Honor had been granted him, but only now ~~came~~ love
3. Never again I shall give myself up for a doctor.
Never again shall I give myself up for a doctor.

Rule - 18

When the third form of verb (past participle) is a part of a passive verb, we can use *such* but not *very*. When the third form of verb is used as an adjective, we use *very*. This rule is also applicable to the words referring to mental states, feelings and reactions.

- He is ~~was~~ appreciated by his students. (Incorrect)
He is ~~was~~ appreciated by his students. (Correct)

Rule - 19

Beware of frequent spelling errors of adverbs (*quite, extremely, separately, truly, sincerely*).

- It happened ~~quite~~ accidentally. (Incorrect)
It happened ~~quite~~ accidentally. (Correct)
- I am ~~truly~~ sorry for what happened. (Incorrect)
I am ~~truly~~ sorry for what happened. (Correct)

TEXTUAL SUPPORT

1. He had been roaming about for quiet a long time.
He had been roaming about for ~~quite~~ a long time.
2. The marriage, however, was ~~extremly~~ happy.
The marriage, however, was ~~extremly~~ happy.
3. Now ~~truely~~ she was furious. She had been on the defensive before.
Now ~~truely~~ she was furious. She had been on the defensive before.
4. It was a service that gave him freedom to be supremely and ~~completly~~ himself.
It was a service that gave him freedom to be supremely and ~~completly~~ himself.
5. Pasture suggested collecting the eggs laid by each moth ~~seperately~~.
Pasture suggested collecting the eggs laid by each moth ~~seperately~~.

Rule - 20

Before a *that*-clause of result, we use *so* + adjective/adverb (NOT *very too* + adjective/adverb). When a *that*-clause of result comes after a noun phrase, the noun phrase begins with *such* (NOT *very/so*). Also note the pattern *so* + *much/manly*:

- He was ~~very~~ tired that he fell asleep in the chair. (Incorrect)
He was ~~so~~ tired that he fell asleep in the chair. (Correct)
- I laughed ~~very much~~ that my sides began to ache. (Incorrect)
I laughed ~~so much~~ that my sides began to ache. (Correct)

UNIT -9

ADVERB

- I was having ~~such~~ a good time that I stayed an extra day. (Incorrect)
I was having such a good time that I stayed an extra day. (Correct)
- It was ~~so~~ an amazing story that nobody believed it. (Incorrect)
It was such an amazing story that nobody believed it. (Correct)
- She had ~~too~~ many children that she didn't know what to do. (Incorrect)
She had so many children that she didn't know what to do. (Correct)

TEXTUAL SUPPORT

1. He tied up the woman's throat, and struck the swollen part with too much force that the poor old creature instantly expired.
He tied up the woman's throat, and struck the swollen part with so much force that the poor old creature instantly expired.
2. The ground was very stiff and hard that he made slow progress.
The ground was so stiff and hard that he made slow progress.
3. The volte-face was too complete that the authorities were taken unawares and found themselves consenting to the dangerous experiment.
The volte-face was so complete that the authorities were taken unawares and found themselves consenting to the dangerous experiment.

Rule - 21

Before a *to*-clause, we use *too* + adjective: (NOT *very/so*)

Unfortunately, I was very old *to* enter the competition. (Incorrect)
Unfortunately, I was too old *to* enter the competition. (Correct)

TEXTUAL SUPPORT

1. He wore his gown till it was almost very tattered to hold together.
He wore his gown till it was almost too tattered to hold together.
2. And suddenly, in a torrent of thoughts so pressing to be put into words, Chips made answer to himself.
And suddenly, in a torrent of thoughts too pressing to be put into words, Chips made answer to himself.
3. At times the sand became very soft to bear the weight of the heavy truck.
At times the sand became too soft to bear the weight of the heavy truck.
4. Sometimes, it all seemed so good to be true.
Sometimes, it all seemed too good to be true.
5. Isn't it very hot for you to do much walking?
Isn't it too hot for you to do much walking?

10 UNIT

PREPOSITION

In grammar, preposition is a non-inflecting function word which is used before a noun or a pronoun or a noun phrase, connecting it to another word, in an adverbial or adjectival sense. There are a few things about prepositions to check out:

- Commission of prepositions
- Omission of prepositions
- Overlapping of prepositions

ERROR ANALYSIS OF PREPOSITIONS (CO2)

COMMISSION

Certain verbs never take any preposition with them. The **commission** of Preposition with such verbs will create a mistake.

Example:

- I always **obey** to my teachers.
- ✓ I always **obey** my teachers.
- He **emphasized over** every minute detail.
- ✓ He **emphasized** every minute detail.

OMISSION

Certain verbs always take some preposition with them. The **omission** of Preposition from such verbs will create a mistake.

Example:

- I need a house to **live**.
- ✓ I need a house to **live in**.
- I have many guests to **attend**.
- ✓ I have many guests to **attend to**.

OVERLAPPING

Certain verbs take some specific preposition with them. The **placement** of some other Preposition with such verbs will create a mistake.

Example:

- I met him **in** the way.
- ✓ I met him **on** the way.
- Mr. Chips didn't **agree to** the new pronunciation.
- ✓ Mr. Chips didn't **agree with** the new pronunciation.

UNIT -10

TEXTUAL SUPPORT

1. One evening on January a year ago...
2. Waking up on the morning...
3. Chips, you live too much in...
4. Sir John had said, in that n...
5. He died on the first week...
6. One walked home from sc...
7. China has resolutely sto...
8. India.
9. China has resolutely sto...

10. I thought if I could wa...
11. I thought if I could wa...
12. A single famine sweep...
13. A single famine sweep...
14. I remember the great...
15. I remember the great...
16. To wake up in a Thu...
17. To wake up **on** a Th...
18. And once, in a nigh...
19. And once, **on** a nigh...
20. If people were sma...
21. If people were sma...

PRAGMATICS OF

Rule: 1

Some verbs (listen to, long for, provide with)

- She was not **listen**
- ✓ She was not **listen**

Pragmatics is the s... really means in pa... mean something di...

TEXTUAL SUPP

1. They were list...
2. They were **lis**...
3. The prosperi...
4. The prosperi...

UNIT - 10

TEXTUAL SUPPORT

PREPOSITION

1. One evening on January a young man turned to Charing Cross.
One evening **in** January a young man turned to Charing Cross.
2. Waking up on the morning was a dismal experience on a Monday.
Waking up **in** the morning was a dismal experience on a Monday.
3. Chips, you live too much **in** the past.
Chips, you live too much **in** the past.
4. Sir John had said, **in** that morning in 1908, taking Chips by the arm.
Sir John had said, **on** that morning in 1908, taking Chips by the arm.
5. He died on the first week of the following month.
He died **in** the first week of the following month.
6. One walked home from school **in** a Friday afternoon with the tread of an escaped prisoner.
One walked home from school **on** a Friday afternoon with the tread of an escaped prisoner.
7. China has resolutely stood by us in every crisis as on 1965 and 1971 during our wars with India.
China has resolutely stood by us in every crisis as **in** 1965 and 1971 during our wars with India.
8. I thought if I could watch them in a Saturday I might understand them better.
I thought if I could watch them **on** a Saturday I might understand them better.
9. A single famine swept North China at the last century.
A single famine swept North China **in** the last century.
10. I remember the great bonfire we had at Mafeking night.
I remember the great bonfire we had **on** Mafeking night.
11. To wake up in a Thursday morning gave a pleasant feeling to the writer.
To wake up **on** a Thursday morning gave a pleasant feeling to the writer.
12. And once, in a night of full moonlight, the air-raid warning was given.
And once, **on** a night of full moonlight, the air-raid warning was given.
13. If people were smarter they wouldn't be out in a night like this.
If people were smarter they wouldn't be out **on** a night like this.

PRAGMATICS OF PREPOSITIONS

Rule: 1

Some verbs (listen to, depend on/upon, knock at/on, laugh at, suffer from, agree to/with/on, long for, provide with/for, etc.) are prepositional verbs and always take some preposition.

- She was not **listened** wherever she went. (Incorrect)
- ✓ She was not **listened to** wherever she went. (Correct)

Pragmatics is the study of the way in which language is used to express what somebody really means in particular situation, especially when the actual words used may appear to mean something different

TEXTUAL SUPPORT

1. They were listening to silence though the music was foreign.
They were **listening in** silence though the music was foreign.
2. The prosperity of the people depends at the virtues of the ruler.
The prosperity of the people depends **on/upon** the virtues of the ruler.

UNIT -10

TEXTUAL SUPPORT

1. One evening **in** January a young man turned to Charing Cross.
Waking up **on** the morning was a dismal experience on a Monday.
2. Waking up **in** the morning was a dismal experience on a Monday.
Chips, you live too much **in** the past.
3. Chips, you live too much **in** the past.
Sir John had said, **in** that morning in 1908, taking Chips by the arm.
4. Sir John had said, **on** that morning in 1908, taking Chips by the arm.
He died **on** the first week of the following month.
5. He died **in** the first week of the following month.
One walked home from school **in** a Friday afternoon with the tread of an escaped prisoner.
6. One walked home from school **on** a Friday afternoon with the tread of an escaped prisoner.
China has resolutely stood by us in every crisis as **on** 1965 and 1971 during our wars with India.
7. China has resolutely stood by us in every crisis as **in** 1965 and 1971 during our wars with India.
8. I thought if I could watch them **in** a Saturday I might understand them better.
I thought if I could watch them **on** a Saturday I might understand them better.
9. A single famine swept North China **at** the last century.
A single famine swept North China **in** the last century.
10. I remember the great bonfire we had at Mafeking night.
I remember the great bonfire we had **on** Mafeking night.
11. To wake up **in** a Thursday morning gave a pleasant feeling to the writer.
To wake up **on** a Thursday morning gave a pleasant feeling to the writer.
12. And once, **in** a night of full moonlight, the air-raid warning was given.
And once, **on** a night of full moonlight, the air-raid warning was given.
13. If people were smarter they wouldn't be out **in** a night like this.
If people were smarter they wouldn't be out **on** a night like this.

PREPOSITION

PRAGMATICS OF PREPOSITIONS

Rule: 1

Some verbs (*listen to, depend on/upon, knock at/on, laugh at, suffer from, agree to/with/on, long for, provide with/for, etc.*) are prepositional verbs and always take some preposition.

- She was not **listened** wherever she went. (**Incorrect**)
- ✓ She was not **listened to** wherever she went. (**Correct**)

Pragmatics is the study of the way in which language is used to express what somebody really means in particular situations especially when the actual words used may appear to mean something different

TEXTUAL SUPPORT

1. They were listening to silence though the music was foreign.
They were **listening in** silence though the music was foreign.
2. The prosperity of the people depends at the virtues of the ruler.
The prosperity of the people depends **on/upon** the virtues of the ruler.

UNIT -10

PREPOSITION

3. The First Man walks to the door where the Girl has gone and **knocks** to it.
The First Man walks to the door where the Girl has gone and **knocks on/at** it.
4. Fleming was suffering catarrh, and began to examine his own nasal secretions.
Fleming was **suffering from** catarrh, and began to examine his own nasal secretions.
5. I longed desperately of a tricycle.
I longed desperately **for** a tricycle.
6. We have learned how to provide ourselves a variety of foods throughout the year.
We have learned how to provide **ourselves with** a variety of foods throughout the year.

Rule: 2

When we walk, we say **on foot** not **by foot**:

- It takes me just 20 minutes to get to work **by foot**. (Incorrect)
- ✓ It takes me just 20 minutes to get to work **on foot**. (Correct)

TEXTUAL SUPPORT

1. He could not ride it (the camel) for some time, but had to follow it by foot.
He could not ride it (the camel) for some time, but had to follow it **on foot**.

Rule: 3

We use **by** not **with** to talk about measurements, and increases and decreases in amounts:

- We only sell it **with** the metre. (Incorrect)
- ✓ We only sell it **by** the metre. (Correct)
- It was common practice in many cities to bring water **with** the bucketful for household use. (Incorrect)
- ✓ It was common practice in many cities to bring water **by** the bucketful for household use. (Correct)
- The price of fuel has increased **to** 12% this year. (Incorrect)
- ✓ The price of fuel has increased **by** 12% this year. (Correct)

TEXTUAL SUPPORT

But to see boys with the dozen undergoing transfusion of blood is a heartrending spectacle.
But to see **boys by** the dozen undergoing transfusion of blood is a heartrending spectacle.

Rule: 4

The difference between **upward** and **up** is that **upward** is in a direction from lower to higher; whereas, **up** is away from the centre of the earth or the centre of other points.

- Sometimes the journey is a **up** climb; sometimes it runs steadily on. (Incorrect)
- ✓ Sometimes the journey is a **upward** climb; sometimes it runs steadily on. (Correct)

Rule: 5

We use **as** not **like** with a noun to refer to the role or purpose of a person or thing:

- The quack presented himself **like** a great doctor. (Incorrect)
- ✓ The quack presented himself **as** a great doctor. (Correct)

Note: We do not use **as + noun** to mean 'similar to'. We use **like + noun**:

UNIT -10

TEXTUAL SUPPORT

1. Ralston was trying to...
Ralston was trying to...
2. The number of people...
The number of people...
3. The camel-man fell...
The camel-man fell...
4. Fleming was to take...
Fleming was to take...

Rule: 6

As is also used as a...

- Instead of taking...
- ✓ Instead of taking...

TEXTUAL SUPPORT

1. He couldn't even...
He couldn't even...
2. A British Officer...
A British Officer...
3. Only twice did...
Only twice did...

Rule: 7

During and **while**...
during + a noun

- We men and...
- ✓ We men and...

TEXTUAL SUPPORT

1. So you see...
- ✓ So you see...

Rule: 8

Use **made of**...

- book cover...
- Use **made from**...
- plastic...
- Use **made of**...
- a teddy bear...
- Use **made of**...
- The dress...
- Use **made of**...

UNIT -10

TEXTUAL SUPPORT

1. Ralston was trying to run Brookfield **as** a factory.
Ralston was trying to run Brookfield **like** a factory.
2. The number of people in the world is rapidly increasing rather **as** a gigantic snowball.
The number of people in the world is rapidly increasing rather **like** a gigantic snowball.
3. The camel-man felled him to the earth **as** a log.
The camel-man felled him to the earth **like** a log.
4. Fleming was to take a job **like** a clerk in a shipping firm.
Fleming was to take a job **as** a clerk in a shipping firm.

PREPOSITION

Rule: 6

- As** is also used as a conjunction, whereas the use of **like** as a conjunction is informal.
- Instead of taking off full blast **like** he had hoped, the boy fell on his back. (Incorrect)
 - ✓ Instead of taking off full blast **as** he had hoped, the boy fell on his back. (Correct)

TEXTUAL SUPPORT

1. He couldn't even say that **like** he turned at the foot of the barren stoop.
He couldn't even say that **as** he turned at the foot of the barren stoop.
2. A British Officer took the old gentleman's umbrella **like** he entered the vehicle.
A British Officer took the old gentleman's umbrella **as** he entered the vehicle.
3. Only twice did my father stop to wipe the sweat from his eyes **like** he climbed the second steep bluff.
Only twice did my father stop to wipe the sweat from his eyes **as** he climbed the second steep bluff.

Rule: 7

During and **while** express a period in which an event, activity or situation took place. We use **during** + a noun or phrase and **while** + subject + verb:

- We men and women have been working **in** the last six weeks. (Incorrect)
- ✓ We men and women have been working **during** the last six weeks. (Correct)

TEXTUAL SUPPORT

1. So you sit down **during** I fix up something to eat.
✓ So you sit down **while** I fix up something to eat.

Rule: 8

Use **made of** to specify the material:

- book covers **made of** flexible plastic

Use **made from** where the material has gone through manufacturing stages:

- plastic **made from** oil.

Use **made out of** where reconstruction has taken place:

- a teddy bear **made out of** an old dressing gown.

Use **made with** to talk about the ingredients of food and drink:

- The dish **made with** mutton, black pepper, and herbs.
- Use made in

UNIT -10

Rule: 9

To say how long a situation has continued till the present moment, you use **Present Perfect** or **Present Perfect Continuous** with **for**.

- I have worked at this hospital **for** a long time.
- I have been teaching English **for** 20 years.
- With the **Present Perfect**, you can use from like since.
- People have made tools **from** earliest times.

Rule: 10

Preposition of place "at" is usually used to show a place which is a part of some bigger place.
I saw him **at** a station in Lahore.

Rule: 11

Occupied with & occupied by

- The house was occupied **by** them.
- He was occupied **with** his phone.

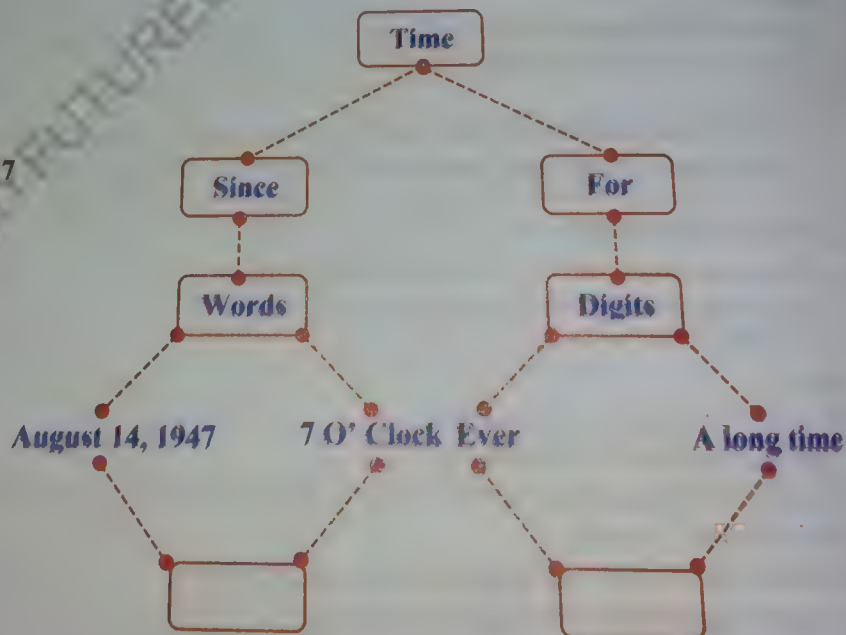
Succeed in & succeed by

- He **succeeded in** getting a job.
- He **succeeded to** the throne.

Rule: 12

Since refers to a point in time while **for** refers to periods of time.

- Since Morning
- For 2 hours
- Since August 14, 1947
- Since 7 O' Clock
- For ever
- For a long time



UNIT -10

1. He had been keen on the football support.
2. He had been keen on the football support.
3. I've been there **from** 1990.
4. Half a million years ago, gradually increased.
5. Half a million years ago, gradually increased.
6. They have walked a long way.
7. They have walked a long way.
8. And it had been like this.
9. And it had been like this.

General Introduction

Prepositions are the words which show the position of a thing or person.

Whatever you plan for, it will be done.

PICTORIAL DISCUSSION



UNIT -10

TEXTUAL SUPPORT

1. He had been keen on them ever **for** the first thrills of Sherlock.
He had been keen on them ever **since** the first thrills of Sherlock.
2. I've been there **from** the beginning of term with measles.
I've been there **since** the beginning of term with measles.
3. Half a million years ago the population of the world was very small but **from** then it has gradually increased.
Half a million years ago the population of the world was very small but **since** then it has gradually increased.
4. They have walked and climbed **since** a week.
They have walked and climbed **for** a week.
5. And it had been like that, with other incidents, **since** centuries.
And it had been like that, with other incidents, **for** centuries.

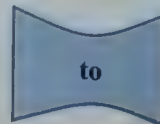
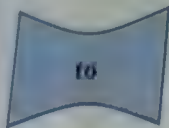
PREPOSITION

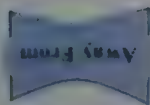
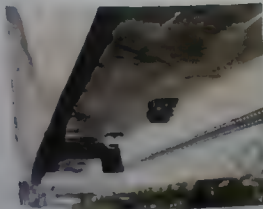
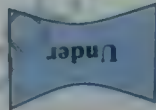
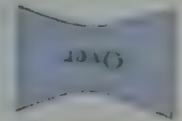
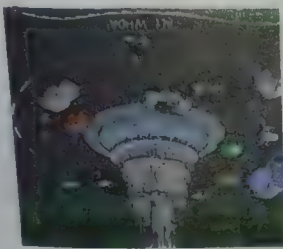
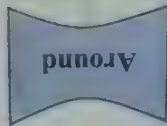
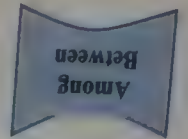
General Introduction

"Prepositions are the spice of good conversation and correct idiomatic writing," says John O' London.
Whatever you plan for your educational life, your prepositions have to be good.

(slightly adapted)

PICTORIAL DISPLAY OF PREPOSITION





PREPOSITION

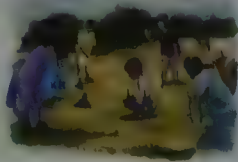
UNIT -10

UNIT -10

UNIT -10

PREPOSITION

Among



On the chair



In the chair



Into the chair



Onto the chair



at the table



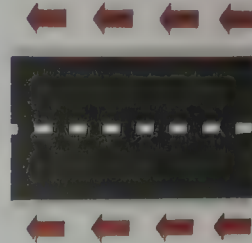
Behind/
in front of



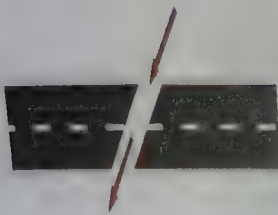
Beside



Along



Across



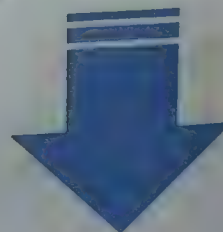
Above



Through



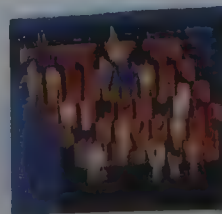
Up
(ward/s)



Down
(ward/s)



Beside



Off The
Ladder



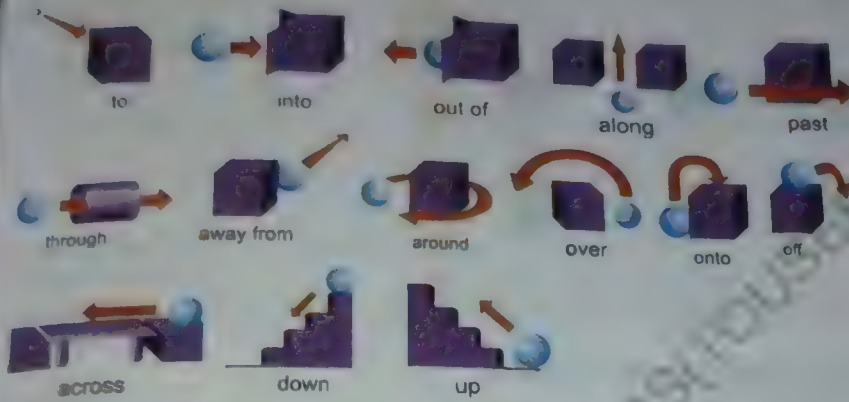
UNIT -10

PREPOSITION

UNIT -10

PREPOSITION

Preposition of Movement



Preposition of Place



UNIT -10

PREPOSITION



WHAT IS PREPOSITION AND WHAT IS NOT What is not Preposition? (Adverb vs Preposition)

First impression is not the last impression.
 Since a preposition is not always a preposition.
 It may be an adverb.

- She opened the door and went in.
- "in, out, up, down, etc." sometimes tell us about the place of an action. Such words are called **Adverb** or **Adverb particles**.

Example:

- She went up
- She went down
- There are certain words which are only adverbs and can't be used as preposition.
- These words are: away, back, out, backward, forward, upward, downward

No complement to the preposition, no compliment to the preposition!

These words don't need any object after them. Such words can be found at the start or at the end of the sentence.

Example:

- Out the room ran Margaret to join them.
Out ran Margaret to join them.
- He went back the door.
He went back.
- Away the fires, there is this un-imaginable cold of hundreds of degrees of frost.
Away from the fires, there is this un-imaginable cold of hundreds of degrees of frost.

UNIT -10

What is Preposition?

Definition:
 Prepositions are the v
 This relationship can
 temporary
 physical

Some of these func
 Example:

- The clouds are in
- The book is on the
- He is brother to m
- She sat beside th

Kinds of Preposition Simple Preposition

The prepositions c
 simple preposition

Examples:

- A tyrant does
- He knew not

Complex Preposition

The preposition

- along with
- in the light
- owing to, b

Examples:

- Arthur pu
- this disea

Position of Positions o

UNIT -10

What is Preposition?

Definition

- Prepositions are the words that are used to show a relation or position.

This relationship can be:

- Temporary Permanent
- Physical Abstract

- Some of these function words may convey some meanings as well.

Example:

- The clouds are in the sky.
- The book is on the table.
- He is brother to me.
- She sat beside the door.

Kinds of Preposition

Simple Preposition

The prepositions consisting of only one word such as at, in, for, to, about, etc. are called simple preposition.

Examples:

- A tyrant does not remain in the world.
- He knew not about the safety of the boat.

Complex Preposition

The prepositions, consisting of more than one word, are called complex preposition.

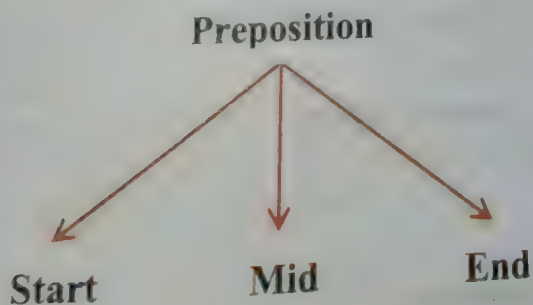
- along with, away from, up to
- in the light of, as a result of
- owing to, by means of, in front of

Examples:

- Arthur pushed from the platform in front of the train.
- this disease could be cured only by means of bile of a person

Position of Preposition

Positions of Preposition in a Sentence:



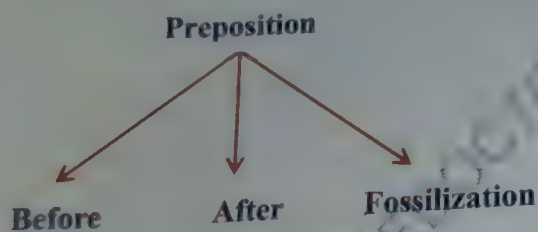
UNIT -10

PREPOSITION

- Prepositions can be used in three Positions.
 - Start
 - Middle
 - End
- From where are you coming?
- This is the organization with which I am associated.
- This is the pen to write with.

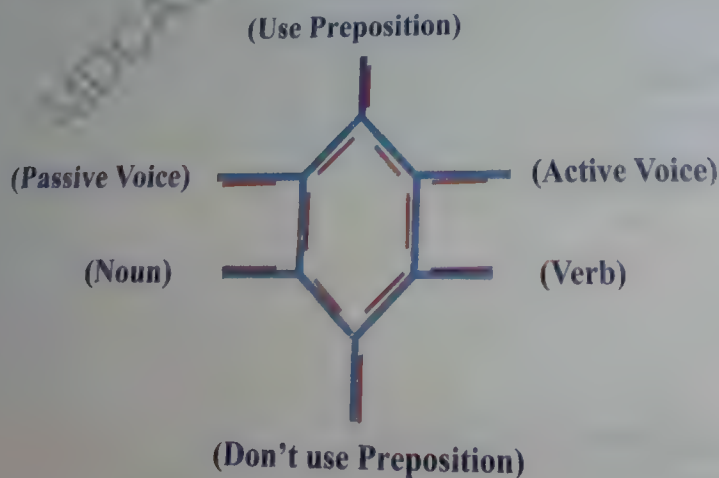
Positions of Preposition:

- Preposition is a word that must be used with its complement (noun/Pronoun). No complement to the preposition; no complement for the preposition.
- Prepositions can be used in three Positions.
 - Before object
 - After Object
 - Fossilization



- We are listening to the music.
- I saw him three days ago.
- I came across a boy.

TO USE OR NOT TO USE A PREPOSITION



UNIT -10

1. Active & Passive Voice
In Active Voice, certain verbs however, the same verbs

Examples:

- Mehwish married her
- Mehwish was married
- Our brain comprises
- Our brain is comprised
- Artists and writers
- Artists and writers

TEXTUAL SUPPORT

- One of his sisters
- One of his sisters
- Pasteur was married
- Pasteur was married
- A son of a farmer
- A son of a farmer
- National machine
- National machine
- The chorus was
- The chorus was
- The human brain
- The human brain

2. WORD CLASSES

Some words take
However, the same

These words in

- love, ha
- order, a
- want, l
- contro

UNIT -10

1. Active & Passive Voice

In Active Voice, certain verbs are not followed by any Prepositions.
However, the same verbs are followed by a preposition in Passive Voice.

Examples:

- Mehwish married her boss. (active voice)
- Mehwish was married to boss. (passive voice)
- Our brain comprises two hemispheres. (active voice)
- ✓ Our brain is comprised of two hemispheres. (passive voice)
- Artists and writers possess similar qualities. (active voice)
- ✓ Artists and writers are possessed of similar qualities. (passive voice)

TEXTUAL SUPPORT

1. One of his sisters married to a Darvel doctor, and another a veterinary surgeon.
One of his sisters married a Darvel doctor, and another a veterinary surgeon.
2. Pasteur was married the daughter of the Rector of the Strasburg Academy.
Pasteur was married to the daughter of the Rector of the Strasburg Academy.
3. A son of a farmer was discovered to possess with the qualities mentioned by the doctors.
A son of a farmer was discovered to possess the qualities mentioned by the doctors.
4. National machines and equipment possess by a number of foreign features.
National machines and equipment possess a number of foreign features.
5. The chorus was comprised an excellent example of a hexameter.
The chorus was comprised of an excellent example of a hexameter.
6. The human brain comprises of two hemispheres.
The human brain comprises two hemispheres.

2. WORD CLASS

Some words take no preposition when used as verbs.

However, the same words take preposition when used as Nouns.

These words include:

VERB

- love, hate, resemble,
- order, attack, marry,
- want, lack, desire,
- control, approach

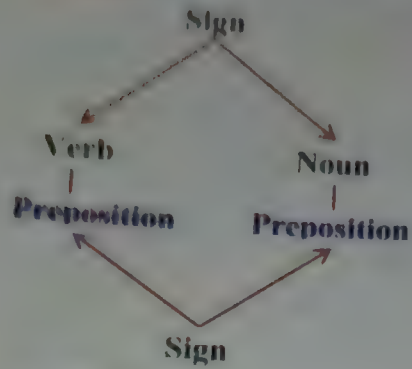
NOUN

- love, hate, resemble,
- order, attack, marry,
- want, lack, desire,
- control, approach

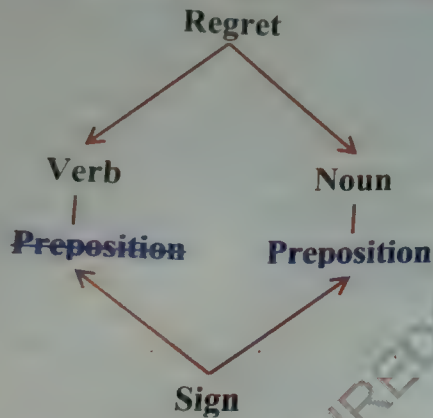
PREPOSITION

UNIT - 10

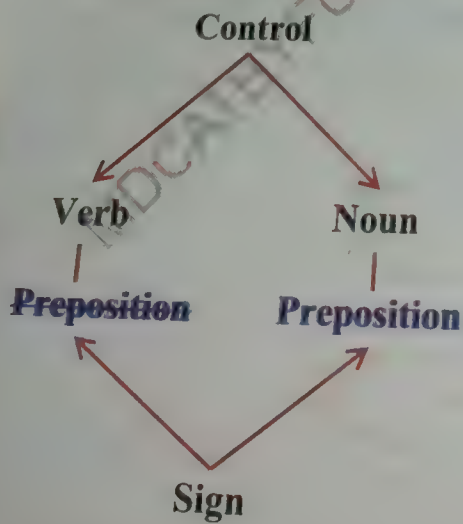
Examples



- He will **sign** the paper. (verb)
There was no **sign** on the paper. (noun)



- Did he **regret** his words? (verb)
He expressed his **regret** at her death. (noun)



- She can **control** the class. (verb)
She has no **control** over her class. (noun)

1. The Gulistan
2. Nobody could
3. It was a plea
4. The attack f
5. On hearing
6. The most d
7. The Ottom
8. There was
9. Pasture e
10. But I do
11. She beli
12. A long
13. Supers
14. One o

3. Objec
- Some w
- Howeve
- Object
- These v

UNIT -10

TEXTUAL SUPPORT

PREPOSITION

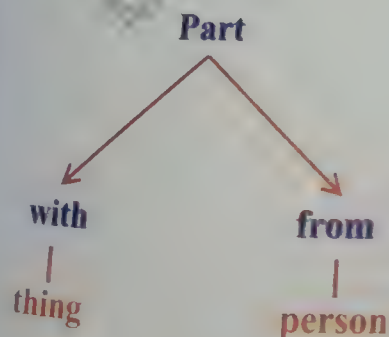
1. The Gulistan translated into Latin and English, became love **by** the people.
The Gulistan translated into Latin and English, became love **for** the people.
2. Nobody could ever count my love **with** you.
Nobody could ever count my love **for** you.
3. It was a pleasure to attack **on** her.
It was a pleasure to **attack** her.
4. The attack **for** locusts is a natural calamity.
The attack **of** locusts is a natural calamity.
5. On hearing these words he could not control **on** his tears.
On hearing these words he could not control **his** tears.
6. The most difficult thing to achieve is a desire **into** individuals to limit the size of the family.
7. The Ottoman capital itself was to be an international centre under the **control** **among** individuals to limit the size of the family.
The Ottoman capital itself was to be an international centre under the **control** **by** Britain.
8. There was much cheering and singing, and a bread **fight** **the** Dining Hall.
There was much cheering and singing, and a bread **fight** **across** the Dining Hall.
9. Pasture entered the competition.
Pasture **entered** **for** the competition.
10. But I do believe in that you are the biggest fool of the lot!
But I do **believe** **that** you are the biggest fool of the lot!
11. She believed in that women ought to be admitted to the universities.
She **believed** **that** women ought to be admitted to the universities.
12. A long line of decorated cars entered into Izmir on the 9th of September, 1922.
A long line of decorated cars **entered** Izmir on the 9th of September, 1922.
13. Superstitious people believe signs of good or bad luck.
Superstitious people **believe** **in** signs of good or bad luck.
14. One of the animals entered into a melon-field.
One of the animals **entered** a melon-field.

3. Object Thing & Person

Some words take different **prepositions**, when used before **something**.
However, the same words take a different **preposition**, when used before **some person**.

Object

These words include:

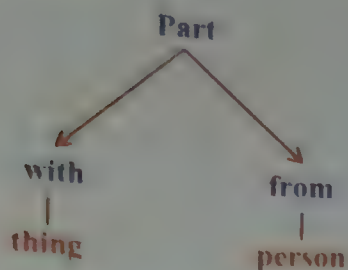


WORDS

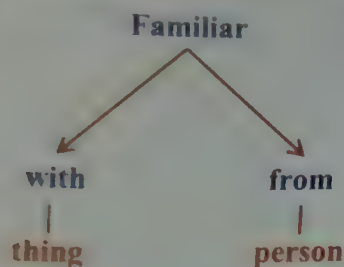
- provide, accompany,
- familiar, part, agree,
- disagree, displeased,
- annoyed, angry

UNIT -10

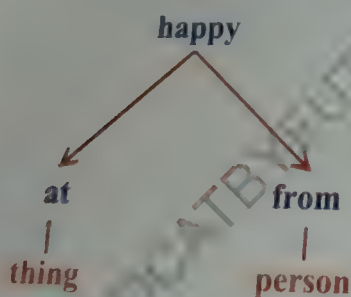
Examples:



- A miser cannot **part** with his money. (thing)
- She cannot **part** from her parents. (person)



- He is not **familiar** with the technology. (thing)
- Are you **familiar** to the natives? (person)



- He was **happy** at the result. (thing)
- He was **happy** with his employee. (person)

TEXTUAL SUPPORT

- Chips could find it in his heart to feel a little sorry about Ralston.
Chips could find it in his heart to feel a little sorry **for** Ralston.
- Be good for me, because I sold it for you.
Be good to me, because I sold it for you.
- What is good at camels is not good for poor old men and women.
What is good **for** camels is not good for poor old men and women.

PREPOSITION

UNIT -10

- All the while he
- All the while he
- Their car had b
- You got your i
- You got your i
- I admit that I d
- I admit that I c
- A truck full w
- A truck full o
- The door stru
- The door stru
- Your languag
- Your languag

4. Semantics (m
Some verbs with
However, the sa

Semantics
These words i

with
|
thing

Examples:

no prep

to go

• He en
He en

KETS - P

UNIT -10

PREPOSITION

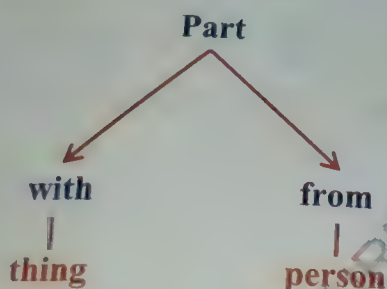
4. All the while he stuck on his one idea.
All the while he stuck to his one idea.
5. Their car had become stuck at a sand dune.
Their car had become stuck in a sand dune.
6. You got your ideas well stuck into those days.
You got your ideas well stuck in those days.
7. I admit that I don't agree to the new pronunciation.
I admit that I don't agree with the new pronunciation.
8. A truck full with bricks came from behind like a gust of wind.
A truck full of bricks came from behind like a gust of wind.
9. The door struck me full at the face.
The door struck me full in the face.
10. Your language is still not familiar with me.
Your language is still not familiar to me.

4. Semantics (meanings)

Some verbs **without** a preposition convey one meaning.
However, the same verbs with a preposition convey the other meaning.

Semantics

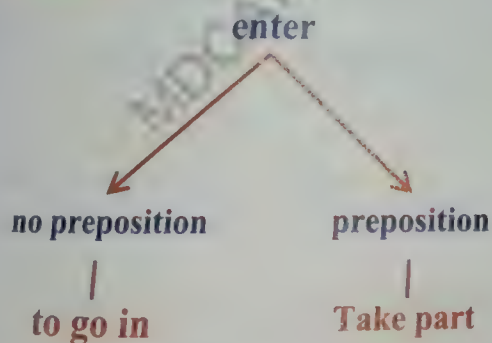
These words include:



WORDS

- entered the room /house/ hall
- entered into an agreement
- entered for the competition
- escaped death/murder/fine
- escaped from the jail/field/prison
- search the bag
- search for the lost child

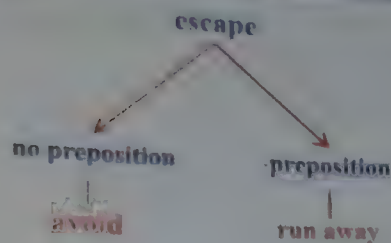
Examples:



- He **entered** the room /house/ hall, etc. (to go in)
- He **entered for** the competition. (take part)

UNIT -10

PREPOSITION



- They **escaped** death/murder/fine, etc. (avoid)
- They **escaped from** the jail/field/prison, etc. (run away)

TEXTUAL SUPPORT

1. Their living power **consisted of** their being able to reproduce themselves.
Their living power **consisted in** their being able to reproduce themselves.
2. Most of the area had for countless years **consisted in** immense stretches of barren sand.
Most of the area had for countless years **consisted of** immense stretches of barren sand.
3. The only building is a bordj, which is a simple mud structure **consisting of** a roof and four walls.
The only building is a bordj, which is a simple mud structure **consisting in** a roof and four walls.
4. A) We have learned how to provide ourselves **for** a variety of foods.
B) We have learned how to provide ourselves **by** a variety of foods.
C) We have learned how to provide ourselves **from** a variety of foods.
D) We have learned how to provide ourselves **with** a variety of foods.
5. A) One of his sisters **married** a veterinary surgeon.
B) One of his sisters **married to** a veterinary surgeon.
C) One of his sisters **married with** a veterinary surgeon.
D) One of his sisters **married by** a veterinary surgeon.
6. A) In North Africa he barely **escaped from** assassination.
B) In North Africa he barely **escaped** assassination.
C) In North Africa he barely **escaped by** assassination.
D) In North Africa he barely **escaped of** assassination.
7. A) Chips had been keen **with** detective stories.
B) Chips had been keen **in** detective stories.
C) Chips **had been keen on** detective stories.
D) Chips had been keen **at** detective stories.
8. A) Katherine was popular **with** boys and masters.
B) Katherine was popular **between** boys and masters.
C) Katherine was popular **by** boys and masters.
D) Katherine was popular **to** boys and masters.

UNIT -10

9. A) Pasteur entered the ...
B) Pasteur entered into ...
C) Pasteur entered in the ...
D) Pasteur entered for ...

10. A) His agents ransack ...
B) His agents ransack ...
C) His agents ransack ...
D) His agents ransack ...

11. A) The goods the ...
B) The goods the ...
C) The goods the ...
D) The goods the ...

12. A) Fleming lack ...
B) Fleming lack ...
C) Fleming lack ...
D) Fleming lack ...

13. A) They could ...
B) They could ...
C) They could ...
D) They could ...

4. SURVEY OF

IN

1. at a point ...
• a country ...
• The kids ...
• It's **in** the ...
• I read a ...

2. within ...
• She was ...
• sitting ...
• Leave ...
• Soak ...

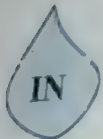
3. form ...
• **in** M ...
• The ...
• all ...
• I ...

UNIT -10

PREPOSITION

9. A) Pasteur entered the competition and settled the matter.
 B) Pasteur entered into the competition and settled the matter.
 C) Pasteur entered in the competition and settled the matter.
 D) Pasteur entered for the competition and settled the matter.
10. A) His agents ransacked the bookshops with a view to buying manuscripts.
 B) His agents ransacked the bookshops with a view of buying manuscripts.
 C) His agents ransacked the bookshops with a view from buying manuscripts.
 D) His agents ransacked the bookshops with a view by buying manuscripts.
11. A) The goods the country exports are subject under price fluctuations.
 B) The goods the country exports are subject of price fluctuations.
 C) The goods the country exports are subject to price fluctuations.
 D) The goods the country exports are subject for price fluctuations.
12. A) Fleming lacked the training and the equipment needed for the job.
 B) Fleming lacked in the training and the equipment needed for the job.
 C) Fleming lacked of the training and the equipment needed for the job.
 D) Fleming lacked with the training and the equipment needed for the job.
13. A) They could never think of signing a treaty based on such terms.
 B) They could never think of signing on a treaty based on such terms.
 C) They could never think of signing at a treaty based on such terms.
 D) They could never think of signing over a treaty based on such terms.

4. SURVEY OF INDIVIDUAL PREPOSITIONS



1. at a point within an area or a space
 - a country **in** Africa
 - The kids were playing **in** the street.
 - It's **in** that drawer.
 - I read about it **in** the paper.
2. within the shape of something; surrounded by something
 - She was lying **in** bed.
 - sitting **in** an armchair
 - Leave the key **in** the lock.
 - Soak it **in** cold water.
3. forming the whole or part of something / somebody; contained within something / somebody
 - **in** March, **in** 1940, **in** March 1940
 - There are 31 days **in** May.
 - all the paintings **in** the collection
 - I recognize his father **in** him (= his character is similar to his father's).

UNIT -10

PREPOSITION

4. during a period of time
 - *in* 2021
 - *in* the 18th century
 - *in* spring summer autumn/winter
 - *in* the fall
 - *in* March
 - *in* the morning afternoon evening
 - I'm getting forgetful *in* my old age.
5. after a particular length of time
 - to return *in* a few minutes hours/ days/months.
 - It will be ready *in* a week's time (= one week from now).
 - She learnt to drive *in* three weeks (= after three weeks she could drive).
6. wearing something
 - dressed *in* their best clothes
 - the man *in* the hat
 - to be *in* uniform
 - She was all *in* black.
7. used to describe something that is all around you
 - We went out *in* the rain.
 - He was sitting alone *in* the darkness.
8. used to show the language, material, etc. used
 - Say it *in* English.
 - She wrote *in* pencil.
 - Put it *in* writing.
 - I paid *in* cash.
 - He spoke *in* a loud voice.
9. used to show a state or condition
 - I'm *in* love!
 - The house is *in* good repair.
 - I must put my affairs *in* order.
 - a man *in* his thirties
 - The daffodils were *in* full bloom.
10. used to show somebody's job or profession
 - He is *in* the army.
 - She's *in* computers.
 - *in* business
11. used to show the form, shape, arrangement or quantity of something
 - a novel *in* three parts
 - Roll it up *in* a ball.
 - They sat *in* rows.
 - People flocked *in* their thousands to see her.

UNIT -10
used to show the quality of
she was not lacking *in* courage
a country rich *in* minerals
three metres *in* length

while doing something; w
In attempting to save the
In all the commotion I fo
used to introduce the na
We're losing a first-rate

TEXTUAL SUPPORT
1. He became Deputy Pro
2. He became Deputy Pro
3. Practically every fami
4. silkworms.
5. Practically every fami
6. of silkworms.

7. Arthur was on the liv
8. Arthur was *in* the liv
9. She put the package
10. She put the package
11. I could not consume
12. I could not consume
13. Norma joined Arthu
14. Norma joined Arthu
15. There was a small r
16. There was a small r

INTO

1. used to show a ch
2. The fruit can be n
3. Translate it *into*
4. They came *into* p
5. She was sliding

6. to a position in c
7. Come *into* the h
8. She dived *into* t
9. He threw the le

UNIT -10

PREPOSITION

12. used to show the quality or thing that a judgement is being made about
- *She was not lacking **in** courage.*
 - *a country rich **in** minerals*
 - *three metres **in** length*
13. while doing something; while something is happening
- ***In** attempting to save the child from drowning, she nearly lost her own life.*
 - ***In** all the commotion I forgot to tell him the news.*
14. used to introduce the name of a person who has a particular quality
- *We're losing a first-rate editor **in** Jen.*

TEXTUAL SUPPORT

1. He became Deputy Professor of Chemistry on the University of Strasburg.
He became Deputy Professor of Chemistry **in** the University of Strasburg.
2. Practically every family set aside the best room at the house for the rearing and tending of silkworms.
Practically every family set aside the best room **in** the house for the rearing and tending of silkworms.
3. Arthur was on the living room, reading.
Arthur was **in** the living room, reading.
4. She put the package at a bottom cabinet.
She put the package **in** a bottom cabinet.
5. I could not consume them leaf by leaf on my small study fire.
I could not consume them leaf by leaf **in** my small study fire.
6. Norma joined Arthur on the elevator.
Norma joined Arthur **in** the elevator.
7. There was a small man at the hallway.
There was a small man **in** the hallway.

INTO

1. used to show a change in state
 - *The fruit can be made **into** jam.*
 - *Translate it **into** English?*
 - *They came **into** power in 2008.*
 - *She was sliding **into** depression.*
2. to a position in or inside something
 - *Come **into** the house.*
 - *She dived **into** the water.*
 - *He threw the letter **into** the fire.*

UNIT -10

PREPOSITION

3. in the direction of something
 - *Speak clearly **into** the microphone.*
 - *Driving **into** the sun, we had to shade our eyes.*
4. to a point at which you hit somebody something
 - *The truck crashed **into** a parked car.*
5. to a point during a period of time
 - *She carried on working late **into** the night.*
 - *He didn't get married until he was well **into** his fifties.*
6. about or in connection with something
 - *an inquiry **into** safety procedures*
7. used when you are dividing numbers
 - *3 **into** 24 is 8.*

TEXTUAL SUPPORT

1. The sergeant ordered the slave to be thrown in the water.
The sergeant ordered the slave to be thrown **into** the water.
2. A wave of fragrance flowed in the house.
A wave of fragrance flowed **into** the house.
3. One of his hands was slipped amidst a pocket of his overcoat.
One of his hands was slipped **into** a pocket of his overcoat.
4. He walked onto the hall and pulled open the door.
He walked **into** the hall and pulled open the door.
5. She struggled to her feet and walked in the kitchen numbly.
She struggled to her feet and walked **into** the kitchen numbly.
6. The Ottoman troops were hurriedly withdrawn at barracks.
The Ottoman troops were hurriedly withdrawn **into** barracks.
7. A few lazy bluffers drift to college and usually drift out again.
A few lazy bluffers drift **into** college and usually drift out again.

ON

1. in or into a position covering, touching or forming part of a surface
 - *a picture **on** a wall*
 - *There's a mark **on** your skirt.*
 - *the diagram **on** page 5*
 - *Put it down **on** the table.*
 - *He had been hit **on** the head.*
 - *She climbed **on** to the bed.*

UNIT -10

2. supported by somebody
 - *She was standing **on** a chair.*
 - *Try lying **on** your back.*
 - *Hang your coat **on** the wall.*

3. used to show a means of transport
 - *I came **on** my bike.*
 - *a woman **on** horseback*
 - *walk **on** foot*

4. by means of something
 - *She played a tune **on** the piano.*
 - *The information is **on** the radio.*
 - *We spoke **on** the phone.*
 - *The programme's **on** TV.*

5. used to show a date
 - *We meet **on** Sunday.*
 - *on Monday morning*
 - *on Eid Day*
 - *on the 14th*
 - *on 14th August*
 - *on 14th August*

6. used to describe a state
 - *To be **on** business.*
 - *The book is **on** the shelf.*

7. used to show direction
 - *on the left / right*
 - *He turned **on** the corner.*

8. at or near a place
 - *a town **on** the river*
 - *a house **on** the hill*
 - *We lived **on** the bank.*

9. used to show possession
 - *a story **on** the wall*
 - ***On** their way home*

10. immediately
 - ***On** arrival*
 - *Please **on** the phone.*
 - *There was **on** the wall.*

UNIT -10

PREPOSITION

2. supported by somebody something
 - *She was standing **on** one foot.*
 - *I'm lying **on** your back.*
 - *Hang your coat **on** that hook.*
3. used to show a means of transport
 - *I came **on** my bike.*
 - *a woman **on** horseback*
 - *walk **on** foot*
4. by means of something; using something
 - *She played a tune **on** her guitar.*
 - *The information is available **on** the internet.*
 - *We spoke **on** the phone.*
 - *The programme's **on** Channel 24.*
5. used to show a day or date
 - *We meet **on** Sunday.*
 - ***on** Monday morning*
 - ***on** Eid Day*
 - ***on** the 14th*
 - ***on** 14th August*
 - ***on** 14th August, 1947*
6. used to describe an activity or a state
 - *To be **on** business/holiday/vacation*
 - *The book is currently **on** loan.*
7. used to show direction
 - ***on** the left / right*
 - *He turned his back **on** us.*
8. at or near a place
 - *a town **on** the coast*
 - *a house **on** the Thames*
 - *We lived **on** an estate.*
9. used to show the basis or reason for something
 - *a story based **on** fact*
 - ***On** their advice, I applied for the job.*
10. immediately after something
 - ***On** arriving home, I discovered they had gone.*
 - *Please report to reception **on** arrival.*
 - *There was a letter waiting for him **on** his return.*

UNIT -10

PREPOSITION

11. about something somebody
 - a book **on** South Africa
 - He tested us **on** irregular verbs.
12. used to show that somebody belongs to a group or an organization
 - to be **on** the committee/ staff / jury / panel/menu/team
 - Whose side are you **on** (- which of two or more different views do you support)?
13. eating or drinking something; using a drug or a medicine regularly
 - He lived **on** a diet of junk food.
 - The doctor put me **on** antibiotics.
14. paid for by something
 - to live **on** a pension/a student grant
 - to be **on** a low wage
 - You can't feed a family **on** £50 a week.
 - Drinks are **on** me (= I am paying).
15. used when giving a phone number
 - You can get me **on** 03008014107.
 - She's **on** extension 174.
16. used with some nouns or adjectives to say who or what is affected by something
 - a ban **on** smoking
 - He's hard **on** his kids.
17. being carried by somebody; in the possession of somebody
 - Have you got any money **on** you?

TEXTUAL SUPPORT

1. Mustafa Kamal's small ship staggered towards the landing stage at Samsun in the coast of Anatolia.
Mustafa Kamal's small ship staggered towards the landing stage at Samsun **on** the coast of Anatolia.
2. This second star must have raised tides at the surface of the sun.
This second star must have raised tides **on** the surface of the sun.
3. I used to lie waiting for that ominous tread at the uncarpeted attic stairs.
I used to lie waiting for that ominous tread **on** the uncarpeted attic stairs.
4. I could not toast them above the gas-cooker.
I could not toast them **on** the gas-cooker.
5. Sweat popped out in the boy's face.
Sweat popped out **on** the boy's face.
6. A Spanish guitar was hanging at the wall.
A Spanish guitar was hanging **on** the wall.
7. He stands looking at Harry's junk onto the shelves.
He stands looking at Harry's junk **on** the shelves.

UNIT -10

3. At a long table, attract
4. On a long table, attract
5. In Sundays in Chapel
6. On Sundays in Chapel
7. They had died on the s
8. They had died on the s
9. Mustafa Kamal sailed
10. Mustafa Kamal sailed

ONTO

1. used with verbs to
 - Move the books **on**
 - She stepped down **on**
2. used to show that
 - The window look **on**

OF

1. belonging to so
 - the lid **of** the b
 - the director **of**
 - a member **of** th
 - the result **of** th

2. belonging to
 - a friend **of** m
 - the love **of** a
 - the role **of** th
 - Can't you th
 - the painting

3. coming fro
 - a woman o
 - the people

4. relating to
 - a story o
 - a photo o
 - a map o

UNIT - 10

PREPOSITION

8. **AT** a long table, attractively displayed, were the latest hit songs.
9. **ON** a long table, attractively displayed, were the latest hit songs.
10. **In** Sundays in Chapel it was he who now read out the tragic list.
11. **On** Sundays in Chapel it was he who now read out the tragic list.
12. They had died **on** the same day, the mother and the child just born.
13. They had died **on** the same day, the mother and the child just born.
14. Mustafa Kamal sailed **at** the 15th of May, 1919.
15. Mustafa Kamal sailed **on** the 15th of May, 1919.

ONTO

1. used with verbs to express movement on or to a particular place or position
 - Move the books **onto** the second shelf.
 - She stepped down from the train **onto** the platform.

2. used to show that something faces in a particular direction
 - The window looked out **onto** the terrace.

OF

1. belonging to something; being part of something; relating to something
 - the lid **of** the box
 - the director **of** the company
 - a member **of** the team
 - the result **of** the debate
2. belonging to somebody; relating to somebody
 - a friend **of** mine
 - the love **of** a mother for her child
 - the role **of** the teacher
 - Can't you throw out that old bike **of** Tommy's?
 - the paintings **of** Monet
3. coming from a particular background or living in a place
 - a woman **of** Italian descent
 - the people **of** Caves
4. relating to or showing somebody / something
 - a story **of** passion
 - a photo **of** my dog
 - a map **of** Pakistan

UNIT -10

PREPOSITION

5. used to say what somebody / something is, consists of or contains
 - the city **of** Dublin
 - the issue **of** housing
 - a crowd **of** people
 - a glass **of** milk
6. used with measurements and expressions of time, age, etc.
 - 2 kilos **of** potatoes
 - an increase **of** 2 per cent
 - a girl **of** 12
 - the 14th **of** August
 - The year **of** his birth
7. used to show somebody/ something belongs to a group, often after *some, a few, etc.*
 - some **of** his friends
 - a few **of** the problems
 - the most famous **of** all the stars
8. used to show the position of something/somebody in space or time
 - just north **of** Detroit
 - at the time **of** the revolution
9. used after some verbs before mentioning somebody/something involved in the action
 - to deprive somebody **of** something
 - He was accused **of** theft.
10. used after some adjectives before mentioning somebody/something that a feeling relates to
 - to be proud **of** something
 - jealous **of** me
 - afraid **of** something
 - suspicious **of** the story
 - sick **of** travelling
11. used to give your opinion of somebody's behaviour
 - It was kind **of** you to offer.
12. used when one noun describes a second one
 - Where's that idiot **of** a boy (= the boy that you think is stupid)?

TEXTUAL SUPPORT

1. He saw two huge, bodiless legs made from stone.
He saw two huge, bodiless legs made **of** stone.
2. That's a very smart uniform but I prefer the once made from metal.
That's a very smart uniform but I prefer the once made **of** metal.
3. We seem to be only puppets made from straw.
We seem to be only puppets made **of** straw.

UNIT -10

OFF

1. not connected o
• The water is off
• Make sure the
2. used to say tha
• He's had his b
• Take your coa
• The label mus
• Don't leave th
3. away from w
• She's off toda
• I've got three
• How many d
• I need some
4. away from a
• I called him
• He fell off
• Sarah's off
• Off you go
5. taken from
• shoes with
• All shirts l
6. no longer
• The wedd

TO

1. in the di
• I walked
• It fell to
• It was o
• He's go
• my first
• He poi

UNIT -10

PREPOSITION

OFF

1. not connected or functioning

- The water is **off**.
- Make sure the TV is **off**.

2. used to say that something has been removed or become separated

- He's had his beard shaved **off**.
- Take your coat **off**.
- The label must have fallen **off**.
- Don't leave the toothpaste with the top **off**.

3. away from work or duty

- She's **off** today.
- I've got three days **off** next week.
- How many days did you take **off**?
- I need some time **off**.

4. away from a place; at a distance in space or time

- I called him but he ran **off**.
- He fell **off** a ladder and broke his arm.
- Sarah's **off** in India somewhere.
- **Off** you go! Enjoy yourselves!

5. taken from the price

- shoes with \$20 **off**
- All shirts have/are 10 per cent **off**.

6. no longer going to happen; cancelled

- The wedding is **off**.

TO

1. in the direction of something; towards something

- I walked **to** the office.
- It fell **to** the ground.
- It was on the way **to** the station.
- He's going **to** Paris.
- my first visit **to** Africa
- He pointed **to** something on the opposite bank.

UNIT -10

PREPOSITION

2. as far as something
 - The meadows lead down **to** the river
 - Her hair fell **to** her waist
3. to the something (of something) located in the direction mentioned from something
 - Place the cursor **to** the left of the first word.
 - There are mountains **to** the north.
4. used to show the person or thing that receives something
 - He gave it **to** his sister
 - I'll explain **to** you where everything goes.
 - I am deeply grateful **to** my parents
 - Who did she address the letter **to**?
 - (formal) **To** whom did she address the letter?
5. used to show the end or limit of a range or period of time
 - a drop in profits from \$105 million **to** around \$75 million
 - I'd say he was 25 **to** 30 years old (= approximately 25 or 30 years old).
 - We only work from Monday **to** Friday.
 - I watched the programme from beginning **to** end.
6. before the start of something, or to tell time
 - How long is it **to** lunch?
 - It's five **to** ten (= five minutes before ten o'clock).
7. reaching a particular state
 - The vegetables were cooked **to** perfection.
 - He tore the letter **to** pieces.
 - She sang the baby **to** sleep.
 - The letter reduced her **to** tears (= made her cry).
 - His expression changed from amazement **to** joy.
8. used to show the person or thing that is affected by an action
 - She is devoted **to** her family.
 - What have you done **to** your hair?
9. used to show that two things are attached or connected
 - Attach this rope **to** the front of the car.
10. used to show a relationship between one person or thing and another
 - She's married **to** an Italian.
 - the Japanese ambassador **to** France
 - the key **to** the door
 - the solution **to** this problem

UNIT -10

- moved towards; in connection with a threat to world peace
- she made a reference to her
- used to introduce the second part of a sentence
- I prefer walking **to** climbing
- The industry today is not what it was
- We won by six goals **to** one
- used to show a quantity
- There are 2.54 centimetres **to** an inch
- This car does 30 miles **to** the gallon
- in honour of somebody
- a monument **to** the soldiers who died in the war
- Let's drink **to** Julia and her family
- used to show somebody or something is not really what it seems to be
- His music isn't really as good as it seems
- To her astonishment
- used to show what somebody is doing or feeling
- It sounded like crying
- used after verbs of motion
- People rushed **to** the door

TEXTUAL SUPPORT

- I had just finished
- I had just finished
- The Professor was
- The Professor was
- Water had to be
- Water had to be
- From Spain the
- From Spain the
- She was going
- She was going

TO

- used to say
- at the corner
- We change

UNIT -10

PREPOSITION

11. directed towards; in connection with
 - *It was a threat **to** world peace.*
 - *She made a reference **to** her recent book.*
12. used to introduce the second part of a comparison or ratio
 - *I prefer walking **to** climbing.*
 - *The industry today is nothing **to** what it once was.*
 - *We won by six goals **to** three.*
13. used to show a quantity or rate
 - *There are 2.54 centimetres **to** an inch.*
 - *This car does 30 miles **to** the gallon.*
14. in honour of somebody/something
 - *a monument **to** the soldiers who died in the war*
 - *Let's drink **to** Julia and her new job.*
15. used to show somebody's attitude or reaction to something
 - *His music isn't really **to** my taste.*
 - ***To** her astonishment, he smiled.*
16. used to show what somebody's opinion or feeling about something is
 - *It sounded like crying **to** me.*
17. used after verbs of movement to mean 'with the intention of giving something'
 - *People rushed **to** her rescue and picked her up.*

TEXTUAL SUPPORT

1. I had just finished walking a half mile uphill from my home towards his.
I had just finished walking a half mile uphill from my home **to** his.
2. The Professor would drive south in his jeep from Tamanrasset till a well at In Abbangarit.
The Professor would drive south in his jeep from Tamanrasset **to** a well at In Abbangarit.
3. Water had to be carried a considerable distance from the well by the home.
Water had to be carried a considerable distance from the well **to** the home.
4. From Spain the art of tanning and embossing leather was carried at Morocco.
From Spain the art of tanning and embossing leather was carried **to** Morocco.
5. She was going from one shop till another, to find a gift for Jim.
She was going from one shop **to** another, to find a gift for Jim.

TO

1. used to say where something/somebody is or where something happens
 - ***at** the corner of the street*
 - *We changed **at** Crewe.*

UNIT -10

PREPOSITION

- They arrived late **at** the airport
 - **At** the roundabout, take the third exit
 - I'll be **at** home all morning
 - She's **at** Tom's (= at Tom's house).
 - I met her **at** the hospital.
2. used to say where somebody works or studies
 - He's been **at** the bank longer than anyone else.
 - She's **at** Yale (= Yale University).
 3. used to say when something happens
 - We left **at** 2 o'clock.
 - **at** the end of the week
 - We woke **at** dawn.
 - I didn't know **at** the time of writing (= when I wrote).
 - **At** night you can see the stars.
 - (British English) What are you doing **at** the weekend?
 4. used to state the age at which somebody does something
 - She got married **at** 25.
 - He left school **at** the age of 16.
 5. in the direction of or towards somebody/something
 - What are you looking **at**?
 - He pointed a gun **at** her.
 - Somebody threw paint **at** the prime minister.
 6. used after a verb to show that somebody tries to do something, or partly does something, but does not succeed or complete it
 - He clutched wildly **at** the rope as he fell.
 - She nibbled **at** a sandwich (= ate only small bits of it).
 7. used with adjectives to show how well somebody does something
 - I'm good **at** French.
 - She's hopeless **at** managing people.
 8. used to show a rate, speed, etc.
 - He was driving **at** 70 mph.
 - The noise came **at** two-minute intervals (= once every two minutes).
 - Prices start **at** \$1 000.
 - The book retails **at** £19.95.
 9. used to state the distance away from something
 - I held it **at** arm's length.
 - Can you read a car number plate **at** fifty metres?

UNIT -10

10. used to show the happening
 - The country is
 - I felt at a disa
 - I think Mr Har

11. at somebody's
 - good, bad, etc
 - This was Osa
 - The garden's

12. used with ad
 - They were in
 - She was del

13. (formal) in
 - They atten

14. (North Am
 - You can r

TEXTUAL

1. There we
- There w

2. He repli
- He repli

3. I'd end
- I'd end

4. Pasteu
- Pasteu

5. On the
- AT** th

6. Shell
- Shell

7. One
- One

8. We
- We

9. The
- got
- Th

10. M
- go
- Th

11. C
- M
- M

UNIT - 10

10. used to show the situation somebody/something is in, what somebody/something is doing, or when something is happening
- The country is now **at** war.
 - I felt **at** a disadvantage.
 - I think Mr Harris is **at** lunch.

PREPOSITION

11. **at** somebody's/something's best/worst, etc. used to say that somebody/something is as good, bad, etc. as they can be
- This was Osaka **at** her best.
 - The garden's **at** its most beautiful in June.
12. used with adjectives to show the cause of something
- They were impatient **at** the delay.
 - She was delighted **at** the result.

13. (formal) in response to something
- They attended the dinner **at** the chairman's invitation.
14. (North American English) used when giving a phone number
- You can reach me **at** 04235179001-4, extension 174.

TEXTUAL SUPPORT

- There were holes on the heels.
There were holes **at** the heels.
- He replied that he had been present on the performance.
He replied that he had been present **at** the performance.
- I'd end up with my family on the country poor farm.
I'd end up with my family **at** the country poor farm.
- Pasteur was sent to school in the Communal College.
Pasteur was sent to school **at** the Communal College.
- On the door, Spelding speaks in a low voice to Powers.
AT the door, Spelding speaks in a low voice to Powers.
- Shelley died in a storm in sea after visiting Lord Byron.
Shelley died in a storm **at** sea after visiting Lord Byron.
- One week in this school has knocked me for a loop.
One week **at** this school has knocked me for a loop.
- We got holidays on Easter and on Christmas.
We got holidays **at** Easter and **at** Christmas.
- These were blessed breaks in routine, but not, of course, comparable to the holidays we got on Christmas.
These were blessed breaks in routine, but not, of course, comparable to the holidays we got **at** Christmas.
- Mr. Steward will call on you on 8.00 P.M."
Mr. Steward will call on you **at** 8.00 P.M."
- On five, he would glance at the clock and ask them to leave.
At five, he would glance at the clock and ask them to leave.

UNIT -10

PREPOSITION

12. I woke up with Mr. Bittering and Mrs. Bittering, a third unhidden partner on every midnight.
 I lay with Mr. Bittering and Mrs. Bittering, a third unhidden partner **at** every midnight.
 I could not remember them **on** the time in their entirety.
 I could not remember them **at** the time in their entirety.



1. used to show where somebody/ something starts
 - She began to walk away **from** him.
 - Has the train **from** Bristol arrived?
2. used to show what the origin of somebody/something is
 - I'm **from** Italy.
 - documents **from** the sixteenth century
 - quotations **from** Shakespeare
 - heat **from** the sun
3. used to show who sent or gave something/somebody
 - a letter **from** my brother
 - information **from** witnesses
 - the man **from** (= representing) the insurance company
4. used to show when something starts
 - We're open **from** 8 a.m. to 7 p.m. every day.
 - He was blind **from** birth.
5. used to show how far apart two places are
 - 100 metres **from** the scene of the accident
6. used to show somebody's position or point of view
 - You can see the island **from** here.
 - **From** a financial point of view the project was a disaster.
7. from something (to something) used to show the range of something
 - The temperature varies **from** 30 degrees to minus 20.
 - The store sells everything **from** shoelaces to computers.
 - Conditions vary **from** school to school.
8. from something (to something) used to show the state or form of something/somebody before a change
 - Things have gone **from** bad to worse.
 - translating **from** English to Spanish
 - You need a break **from** routine.

UNIT -10

- used when making or receiving something
 I'm Portuguese very difficult
 I can't tell one twin from the other
 10. used to show the material something is made of
 Yogurt is made **from** milk
 11. used to show that something comes from
 She saved him **from** drowning
 12. used to show the reason for something
 She felt sick **from** tiredness
 13. used to show the reason for something
 You can tell a lot about a person **from** what I heard

TEXTUAL SUPPORT

1. Armies clenched in battle
- Armies clenched in battle



1. in the company of
 • She lives **with** her family
 • I have a client **with** a problem
 • a nice steak **with** vegetables
2. having or carrying something
 • a girl **with** (= wearing) a red dress
 • a jacket **with** a fur collar
 • He looked at her **with** a smile
 • They're both in **with** the company
 • a man **with** a beard

3. using something
 • Cut it **with** a knife
 • It is treated **with** respect

4. used to say how often something happens
 • The bag was **with** me
 • Sprinkle the **with** salt

UNIT -10

PREPOSITION

9. used when making or recognizing a difference between two people or things
 - Is Portuguese very different **from** Spanish?
 - I can't tell one twin **from** the other.
10. used to show the material that something is made of
 - Yogurt is made **from** milk.
11. used to show that something is prevented
 - She saved him **from** drowning.
12. used to show the reason for something
 - She felt sick **from** tiredness.
13. used to show the reason for making a judgement.
 - You can tell a lot about a person **from** their handwriting.
 - **From** what I heard the company's in deep trouble.

TEXTUAL SUPPORT

1. Armies clenched in deadlock by the sea to Switzerland.
- ✓ Armies clenched in deadlock **from** the sea to Switzerland.

WITH

1. in the company or presence of somebody/something
 - She lives **with** her parents.
 - I have a client **with** me right now.
 - a nice steak **with** a bottle of red wine
2. having or carrying something
 - a girl **with** (= who has) red hair
 - a jacket **with** a hood
 - He looked at her **with** a hurt expression.
 - They're both in bed **with** flu.
 - a man **with** a suitcase
3. using something
 - Cut it **with** a knife.
 - It is treated **with** acid before being analysed.
4. used to say what fills, covers, etc. something
 - The bag was stuffed **with** dirty clothes.
 - Sprinkle the dish **with** salt.

UNIT -10

PREPOSITION

5. in opposition to somebody/ something; against somebody/something
 - to fight **with** somebody
 - to play tennis **with** somebody
 - at war **with** a neighbouring country
 - I had an argument **with** my boss
6. in connection with; in the case of
 - Be careful **with** the glasses.
 - Are you pleased **with** the result?
 - Don't be angry **with** her
 - **With** these students, it's pronunciation that's the problem.
7. used to show the way in which somebody does something
 - He behaved **with** great dignity.
 - She sleeps **with** the window open.
 - Don't stand **with** your hands in your pockets.
8. used when considering one fact in relation to another
 - She won't be able to help us **with** all the family commitments she has.
 - It's much easier compared **with** last time.
9. Including
 - The meal **with** wine came to \$20 each.
 - **With** all the lesson preparation, I have to do I work 12 hours a day.
10. used to show who has possession of or responsibility for something
 - The keys are **with** reception.
 - Leave it **with** me.
11. employed by; using the services of
 - She acted **with** a touring company for three years.
 - I bank **with** HSBC.
12. because of; as a result of
 - She blushed **with** embarrassment.
 - His fingers were numb **with** cold.
13. because of something and as it happens
 - The shadows lengthened **with** the approach of sunset.
 - Skill comes **with** practice.
14. in the same direction as something
 - Marine mammals generally swim **with** the current.
15. showing that something/somebody has been separated from something / somebody
 - She could never part **with** this ring.
 - Can we dispense **with** the formalities?

UNIT -10

10. despite something
 - **With** all her faults, I still love her.
11. used in exclamations
 - Off to bed **with** you!
 - Down **with** tyrant!

FOR

1. used to show who is in charge
 - There's a letter **for** you.
 - It's a book **for** children.
 - We got a new table **for** the kitchen.
 - This is the place **for** you to sit.
2. in order to help someone
 - What can I do **for** you?
 - Can you translate **for** me?
 - I took her classes **for** her.
 - soldiers fighting **for** their country.
3. used to show purpose
 - a machine **for** sewing
 - Let's go **for** a walk.
 - Are you learning **for** the exam?
 - What did you do **for** the day?
4. used to show a result
 - The town is famous **for** its beauty.
 - She gave me a headache **for** crying.
 - He got an award **for** his bravery.
 - I couldn't sleep **for** thinking about you.
 - He didn't answer **for** the question.
5. in order to do something
 - He came to the party **for** the money.
 - **For** more information, contact us.
 - There were people **for** the party.
6. used to show a reason
 - I'm going to the gym **for** exercise.
 - That's all **for** today.
7. used to show a direction
 - The road goes **for** the north.

UNIT - 10

16. despite something

- *With all her faults, I still love her.*

17. used in exclamations

- *Off to bed with you!*
- *Down with tyrant!*

FOR

1. used to show who is intended to have or use something or where something is intended to be put
 - *There's a letter **for** you.*
 - *It's a book **for** children.*
 - *We got a new table **for** the dining room.*
 - *This is the place **for** me (= I like it very much).*

2. in order to help somebody/ something
 - *What can I do **for** you (= how can I help you)?*
 - *Can you translate this letter **for** me?*
 - *I took her classes **for** her while she was sick.*
 - *soldiers fighting **for** their country*

3. used to show purpose or function
 - *a machine **for** slicing bread*
 - *Let's go **for** a walk.*
 - *Are you learning English **for** pleasure or for your work?*
 - *What did you do that **for** (= Why did you do that)?*

4. used to show a reason or cause
 - *The town is famous **for** its cathedral.*
 - *She gave me a watch **for** my birthday.*
 - *He got an award **for** bravery.*
 - *I couldn't speak **for** laughing.*
 - *He didn't answer **for** fear of hurting her.*

5. in order to obtain something
 - *He came to me **for** advice.*
 - ***For** more information, call this number.*
 - *There were over fifty applicants **for** the job.*

6. used to show a length of time
 - *I'm going away **for** a few days.*
 - *That's all the news there is **for** now.*

7. used to show a distance
 - *The road went on **for** miles and miles.*

PREPOSITION

8. used to show where somebody / something is going
 - *Is this the bus **for** Chicago?*
 - *She knew she was destined **for** a great future.*
9. used to show that something is arranged or intended to happen at a particular time
 - *an appointment **for** May 12*
 - *We're invited **for** 7.30.*
10. used to show the occasion when something happens
 - *I'm warning you **for** the last time—stop talking!*
11. in exchange for something
 - *Copies are available **for** two dollars each.*
 - *I'll swap these two bottles **for** that one.*
12. employed by
 - *She's working **for** an insurance company.*
13. about; in connection with somebody/ something
 - *They are anxious **for** her safety.*
 - *Fortunately **for** us, the weather changed.*
14. as a representative of
 - *I am speaking **for** everyone in this department.*
15. Meaning
 - *Shaking your head **for** 'No' is not universal.*
16. in support of somebody/something
 - *Are you **for** or against the proposal?*
 - *They voted **for** independence in a referendum.*
 - *There's a strong case **for** postponing the exam.*
 - *I'm all **for** (= strongly support) people having fun.*
 - *'What does Naomi think about the move?' 'She's all **for** it.'*
17. considering what can be expected from somebody/something
 - *The weather was warm **for** the time of year.*
 - *She's tall **for** her age.*
 - *He's not bad **for** a beginner.*
 - *That's too much responsibility **for** a child.*
18. used to say how difficult, necessary, pleasant, etc. something is that somebody might do or has done
 - *It's useless **for** us to continue.*
 - *There's no need **for** you to go.*
 - ***For** him to have survived such an ordeal was remarkable.*
 - *The box is too heavy **for** me to lift.*
 - *Is it clear enough **for** you to read?*

- **for** used to show who can or should do something
- It's not **for** me to say why he left.
- How to spend the money is **for** you to decide.

BY

1. used for showing how or in what way something is done
 - The house is heated **by** gas.
 - May I pay **by** credit card?
 - I will contact you **by** letter.
 - to travel **by** boat/bus/car/plane
 - to travel **by** air/land/sea
 - Switch it on **by** pressing this button.
2. near somebody/something; at the side of somebody/something; next to somebody / something
 - a house **by** the river
 - The telephone is **by** the window.
 - Come and sit **by** me.
3. used, usually after a passive verb, to show who or what does, creates or causes something
 - He was knocked down **by** a bus.
 - a play **by** Ibsen
 - Who's that book **by**?
 - I was frightened **by** the noise.
4. not later than the time mentioned; before
 - Can you finish the work **by** five o'clock?
 - I'll have it done **by** tomorrow.
 - **By** this time next week we'll be in New York.
 - He ought to have arrived **by** now / **by** this time.
 - **By** the time (that) this letter reaches you I will have left the country.
5. used before particular nouns without the, to say that something happens as a result of something
 - They met **by** chance.
 - I did it **by** mistake.
 - The coroner's verdict was 'death **by** misadventure'.
6. used to show the degree or amount of something
 - The bullet missed him **by** two inches.
 - House prices went up **by** 10%.
 - It would be better **by** far (= much better) to...

UNIT -10

PREPOSITION

9. used to show a person or a situation

- I traveled **by** day night.
- He was **by** himself.

10. from what something shows or says; according to something

- **By** my watch, it is two o'clock.
- I could tell **by** the look on her face that something terrible had happened.
- **By** his own admission, he had been dishonest.

11. used to show somebody something

- He was **by** me without speaking.

12. used to show the part of somebody something that somebody touches, holds, etc

- I took him **by** the hand.
- She seized her **by** the hair.
- Pick it up **by** the handle.

13. used with **the** to show the period or quantity used for buying, selling or measuring something

- We rented the car **by** the day.
- They're paid **by** the hour.
- We only sell it **by** the metre.

14. used to state the rate at which something happens

- They're improving day **by** day.
- We'll do it bit **by** bit.
- It was getting worse **by** the minute (= very fast).
- The children came in two **by** two (= in groups of two).

15. used to show the measurements of something

- The room measures fifteen feet **by** twenty feet.

16. used when multiplying or dividing

- 6 multiplied **by** 2 equals 12.
- 6 divided **by** 2 equals 3.

17. used for giving more information about where somebody comes from, what somebody does, etc.

- He's German **by** birth.
- They're both doctors **by** profession.

18. used when swearing to mean 'in the name of'

- I swear **by** Almighty God...

UNIT -10

TEXTUAL SUPPORT

1. That had before then become a...
2. That had by then become a...
3. Both parents of Gorgios w...
4. He had never traveled by...
5. He had indeed too mu...
6. There was indeed too mu...
7. The sun was blotted out...
8. The sun was blotted out...
9. His thin moustache see...
10. His thin moustache see...
11. In the new world creat...
12. In the new world creat...
13. Harry begins to shave...
14. Harry begins to shave...

TOWARD

1. in the direction of s...
2. They were heading...
3. She had her back t...
4. getting closer to a...
5. This is a first step...
6. close or closer to...
7. towards the end...
8. in relation to so...
9. He was warm a...
10. our attitude tow...
11. with the aim of...
12. The money wil...

TEXTUAL SUP

1. In a heavy sto...
2. In a heavy sto...
3. Samsun.
4. Maulvi Abul...
5. Maulvi Abul...

UNIT -10

TEXTUAL SUPPORT

1. That had before then become a habit with him.
That had **by** then become a habit with him.
2. Both parents of Gorgios were until then long dead.
Both parents of Gorgios were **by** then long dead.
3. He had never traveled on air.
He had never traveled **by** air.
4. There was indeed too much dust to be raised with a small jeep.
There was indeed too much dust to be raised **by** a small jeep.
5. The sun was blotted out by a fresh onrush of locusts.
The sun was blotted out **with** a fresh onrush of locusts.
6. His thin moustache seemed to have been drawn by a pencil.
His thin moustache seemed to have been drawn **with** a pencil.
7. In the new world created through him there was no need for the old tides and nobilities.
In the new world created **by** him there was no need for the old tides and nobilities.
8. Harry begins to shave by a straight-edge razor.
Harry begins to shave **with** a straight-edge razor.

PREPOSITION

TOWARD

1. in the direction of somebody/ something
 - They were heading **towards** the German border.
 - She had her back **towards** me.
2. getting closer to achieving something
 - This is a first step **towards** political union.
3. close or closer to a point in time
 - **towards** the end of April
4. in relation to somebody/ something
 - He was warm and tender **towards** her.
 - our attitude **towards** death
5. with the aim of obtaining something, or helping somebody to obtain something
 - The money will go **towards** a new school building (= will help pay for it).

TEXTUAL SUPPORT

1. In a heavy storm Mustafa Kamal's small ship staggered to the landing stage at Samsun.
In a heavy storm Mustafa Kamal's small ship staggered **towards** the landing stage at Samsun.
2. Maulvi Abul looked first towards his eldest daughter, then to the row of children.
Maulvi Abul looked first towards his eldest daughter, then **towards** the row of children.

UNIT -10

PREPOSITION

He pulled himself and wrenched his ankle
He was looking at the views of people like Bernard and William Morris
He was looking toward the views of people like Bernard and William Morris



1. to a lower place or position
 - She jumped down off the chair.
 - He looked down at her.
 - We watched as the sun went down.
 - She bent down to pick up her glove.
 - Mary's not down yet (= she is still upstairs).
 - The baby can't keep any food down (= in her body).
 - I stuck the label down with sellotape.
2. from a standing position to a sitting or lying position
 - Please sit down.
 - He had to go and lie down for a while.
3. at a lower level or rate
 - Prices have gone down recently.
 - We're already two goals down (the other team has two goals more).
4. used to show that the amount or strength of something is lower, or that there is less activity
 - Turn the music down!
 - The class settled down and she began the lesson.
5. on paper; on a list
 - Did you get that down?
 - I always write everything down.
 - Have you got me down for the trip?

UNIT -10

UP

- towards or in a higher position
- He climbed up from the ground.
- The sun was already up.
- They live up in the mountains.
- It didn't take long to get up.
- He went up to the top of the mountain.
- She turned the volume up.
- Prices are still going up.
- He went up to the place where the car drove up and she went straight up.
- Completely up.
- We ate all the food up.
- The stream has dried up.
- It is to be finished up.
- I have some paper up.
- Do your coat up.
- Into pieces or parts up.
- She tore the paper up.
- How shall we do it up?
- So as to be formed up.
- The government is up.
- She gathered up the children.
- (of a period of time) up.
- Time's up. Stop.

TILL

1. Up to (the position)
- I went to bed till midnight.
- The revelers danced till dawn.

UNIT - 10

PREPOSITION

UP

1. towards or in a higher position
 - He jumped **up** from his chair.
 - The sun was already **up** (= had risen).
 - They live **up** in the mountains.
 - It didn't take long to put the tent **up**.

2. to or at a higher level
 - She turned the volume **up**.
 - Prices are still going **up** (= rising).

3. to the place where somebody/ something is
 - A car drove **up** and he got in.
 - She went straight **up** to the door.

4. Completely
 - We ate all the food **up**.
 - The stream has dried **up**.

- so as to be finished or closed
- I have some paperwork to finish **up**.
 - Do your coat **up**; it's cold.

5. into pieces or parts
 - She tore the paper **up**.
 - How shall we divide **up** the work?

6. so as to be formed or brought together
 - The government agreed to set **up** a committee of inquiry.
 - She gathered **up** her belongings.

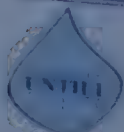
7. (of a period of time) finished; over
 - Time's **up**. Stop writing and hand in your papers.

TILL

1. Up to (the point in time or the event mentioned)
 - I went to bed at 8 last night and slept **till** 6.30.
 - The revelers partied on **till** midnight, until everyone had their fill of food, drink and dancing.

UNIT -10

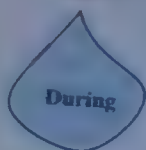
PREPOSITION



1. up to the point in time or the event mentioned
 - I let's wait **until** the rain stops.
 - **Until** she spoke, I hadn't realized she wasn't English.

TEXTUAL SUPPORT

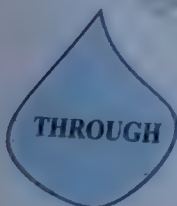
1. A man does not realize the worth of safety from the misfortune unless he has tasted it.
A man does not realize the worth of safety from the misfortune **until** he has tasted it.
2. By his marriage he had been a dry and rather neutral sort of person.
Till his marriage he had been a dry and rather neutral sort of person.



3. all through a period of time
 - **during** the 1990s
 - There are extra flights to Colorado **during** the winter.
 - Please remain seated **during** the performance.
4. at some point in a period of time
 - He was taken to the hospital **during** the night.
 - I only saw her once **during** my stay in Rome.

TEXTUAL SUPPORT

1. He tries to recall whatever good he had done while his life time.
He tries to recall whatever good he had done **during** his life time.
2. The books contains all the good actions that we men and women have been doing while the last six weeks.
The books contains all the good actions that we men and women have been doing **during** the last six weeks.



1. from one end or side of something/somebody to the other
 - The burglar got in **through** the window.
 - The bullet went straight **through** him.

UNIT -10

- Her knees had gone
- The sand ran **through**
- The path led **through**
- The doctor pushed
- The Charles River
- The flood was too

2. see, hear, etc. **through**
- object or a subst
- I couldn't hear th
- He could just ma

3. from the beginn
- The children an
- He will not live
- I'm halfway **thru**

4. past a barrier,
- Go **through** th
- He drove **thro**
- First I have to
- The bill had a
- I'd never hav

5. (also inform
- both North Am
- We'll be in l

6. by means o
- You can on
- It was **thro**
- The accide



1. in or into
- They exp
- The hou

2. during
- The mu
- The ce

UNIT -10

PREPOSITION

- *Her knees had gone **through** (= made holes in) her jeans.*
- *The sand ran **through** (= between) my fingers.*
- *The path led **through** the trees to the river.*
- *The doctor pushed his way **through** the crowd.*
- *The Charles River flows **through** Boston.*
- *The flood was too deep to drive **through**.*
- 2. see, hear, etc. through something to see, hear, etc. something from the other side of an object or a substance
 - *I couldn't hear their conversation **through** the wall.*
 - *He could just make out three people **through** the mist.*
- 3. from the beginning to the end of an activity, a situation or a period of time
 - *The children are too young to sit **through** a concert.*
 - *He will not live **through** the night.*
 - *I'm halfway **through** (= reading) her second novel.*
- 4. past a barrier, stage or test
 - *Go **through** this gate, and you'll see the house on your left.*
 - *He drove **through** a red light (= passed it when he should have stopped).*
 - *First I have to get **through** the exams.*
 - *The bill had a difficult passage **through** Parliament.*
 - *I'd never have got **through** it all (= a difficult situation) without you.*
- 5. (also informal thru)
(both North American English) until, and including
 - *We'll be in New York Tuesday **through** Friday.*
- 6. by means of; because of
 - *You can only achieve success **through** hard work.*
 - *It was **through** him (= as a result of his help) that I got the job.*
 - *The accident happened **through** no fault of mine.*

THROUGHOUT

1. in or into every part of something
 - *They export their products to markets **throughout** the world.*
 - *The house was painted white **throughout**.*
2. during the whole period of time of something
 - *The museum is open daily **throughout** the year.*
 - *The ceremony lasted two hours and we had to stand **throughout**.*

UNIT - 10

PREPOSITION

Between Between-and

1. For sharing you can also use **between**.
in or into the space separating two or more points, objects, people, etc.
 - *Q comes **between** P and R in the English alphabet.*
 - *I sat down **between** Jo and Diana.*
2. in the period of time that separates two days, years, events, etc.
 - *Many changes took place **between** the two world wars.*

AMONG

1. Use **among** when the meaning is "surrounded by":
 - *I found myself **among** tall trees..*
2. used when you are dividing or choosing something, and three or more people or things are involved
 - *They divided the money up **among** their three children.*
3. surrounded by somebody / something; in the middle of somebody/something
 - *a house **among** the trees.*
 - *I found the letter **amongst** his papers.*
4. being included or happening in groups of things or people
 - *A British woman was **among** the survivors.*
 - *He was **among** the last to leave.*

TEXTUAL SUPPORT

1. A black leather pocket-book was lost on the road **among** 9.00 and 10.00 in the morning.
A black leather pocket-book was lost on the road **between** 9.00 and 10.00 in the morning.
2. The room is comfortably balanced **among** the expensively decorated and the homely.
The room is comfortably balanced **between** the expensively decorated and the homely.
3. I have made a number of very warm enemies **between** the parents of college students.
I have made a number of very warm enemies **among** the parents of college students.
4. **Between** the very few who escaped was a youth of twenty, Abd-al-Rahman.
Among the very few who escaped was a youth of twenty, Abd-al-Rahman.
5. This caused consternation not only **between** the Allies but in Istanbul itself.
This caused consternation not only **among** the Allies but in Istanbul itself.

UNIT - 10

PREPOSITION

- Between the Greeks there was little enthusiasm for the Anatolian adventure.
 Among the Greeks there was little enthusiasm for the Anatolian adventure.
 The old man in his brilliant uniform appeared **among** the doors.
 The old man in his brilliant uniform appeared **between** the doors.

5. COMPARATIVE STUDY OF PREPOSITIONS

"Over" means "Higher than" but not touching the surface.

Example

She held an umbrella over her head. (This means that umbrella was not touching the surface of head and there was a gap in between)

To show that something is covering some surface while touching it.

Example

She took a blanket over her.
 (It means that blanket covered her surface)

To show something on the other side.

Example

The shepherds lived over the mountains. (It means that they lived on the other side of the mountains)

To show something "across".

Example

To crowd went over the forest.
 (It means that the crowd went across the forest)

To show from "one side to the other"

Example

There was a bridge over the river.
 (It means that the bridge was starting from one side and ending at the other).

"All over + Noun" means "in every part"

Example

He has friends all over the world.
 (It means that he has friends "in every part of" the world.)

"Over" means "more than" and is used with numbers, age and money.

Example

The old man was over eighty.

"Above" means "Higher than" but not touching the surface.

Example

There was helicopter above our heads.
 (This means that the helicopter was not touching the surface of our heads and there was a space in between)

To show that something is covering but not touching the surface.

Example

They saw sky above their heads.
 (Here "above" shows distance without touching.)

We can't use "above" in this way.

Example

We can't say that the shepherd lived above the mountains.
 (Here, the use of "above" is wrong.)

We can't use "above" in the meaning of "across".

Example

The crowd went "above" the forest will be incorrect and wrong.

"Above" can't mean from one side to the other. It will be wrong to say

Example

There was a bridge above the river.
 (Here "above" has been used incorrectly)

"Above all" means "most important of all"

Example

He longs above all to see her
 (Here "above all" shows to see her" is most important of all" for him)

"Above" means "Higher than" reach of something because of being too good or honest

Example

His loyalty is above suspicion.

UNIT -10

PREPOSITION

We can use **over** with meals foods drinks

Example

They have dialogues **over** dinner.

(This shows that they had dialogues during "dinner".)

"Over" is used to mean to finish

Example

She takes long **over** lunch

(It means that she takes long to finish lunch)

"Over" shows some movement from one place to the other but generally this is horizontal movement.

Example

She threw the ball **over** to me.

"Over" shows transmission by something.

Example

She threw it **over** the radio.

"Over" shows more than a specific time or amount.

Example

Over 3 million copies were sold.

(She stayed with us **over** a week)

"over" can't be used as an adjective or adverb to give the meaning of previously or earlier. We can't say that in the **over** example.

"over" shows something "surplus" and unnecessary.

Example

He was disliked because of **over** acting.

"over" can't be used to show a space between two surfaces.

Example

We live **over** them. (Incorrect)

The use of "above" with meals food will be wrong

Example

We can't say that

(They had dialogues **above** dinner)

"Above" can't be used in this way. It will be wrong to say she takes long **above** lunch.

"Above" may show some movement but this shows vertical movement.

Example

The player played the shot **above** their heads.

"Above" can't be used in this way.

I listened it **above** radio.

It is wrong and incorrect.

"Above" can't be used in this way.

Example

We can't say **above** 3 million copies were sold.

(She stayed with us **above** a week)

"Above" can be used as an adjective or adverb meaning "earlier" or "previously"

Example:

In the **above** example

(It means in the previously mentioned example)

We can't use "above" in a meaning of surplus or unnecessary. We can't say. (The actor was disliked because of **above** acting)

"Above" shows a space between two surfaces

Example

We live **above** them.

It means that we live on the fourth and they live on the first and there is space in between.

TEXTUAL SUPPORT

- In the quiet autumn Mr. Bittering stood upon the slope **over** his villa, looking at the valley.
In the quiet autumn Mr. Bittering stood upon the slope **above** his villa, looking at the valley.
- The gilded tip of his cap used to shine brightly **over** the turban.
The gilded tip of his cap used to shine brightly **above** the turban.
- Palm-trees that once lifted their branches high **over** the dunes are now like bushes.
Palm-trees that once lifted their branches high **above** the dunes are now like bushes.

UNIT -10

- Forrester was about four feet high
- When the bell rang for call-over, h
- above the School fence.
- When the bell rang for call-over, h
- over the School fence.
- Merivale was there, stooping **ov**
- Merivale was there, stooping **ov**
- A tree down the slope leaned **b**
- A tree down the slope leaned **b**

Under means lower than But it touching physically.

Example

She put the letter **under** pillow. This means that the letter is lo

Under does not necessarily s

between two surfaces.

It will be wrong to say we li

It would mean differently th

Under can mean Junior in

Example

He is **under** me.

We use **under** specifically

material things.

Example

The person crushed the c

his feet.

Under is used to show

is **under** me.

To show some thing ac

Example

He was arrested accor

To describe particular

Example

He was **under** arrest.

TEXTUAL SUPPORT

1. I'll sell you that m

I'll sell you that m

2. He pointed down

He pointed down

3. I looked at the v

I looked at the v

UNIT -10

PREPOSITION

- Forrester was about four feet high over his muddy football boots.
Forrester was about four feet high **above** his muddy football boots.
- When the bell rang for call-over, he would go to the window and look across the road and above the School fence.
When the bell rang for call-over, he would go to the window and look across the road and **over** the School fence.
- Merivale was there, stooping on him and smiling.
Merivale was there, stooping **over** him and smiling.
- A tree down the slope leaned **by** and settled heavily to the ground.
A tree down the slope leaned **over** and settled heavily to the ground.

Under means lower than But it shows touching physically.

Example

She put the letter under pillow.

This means that the letter is lower than pillow but it has physical contact as well.

Under does not necessarily show a space between two surfaces.

It will be wrong to say we live under them.

It would mean differently that we live under their command.

Under can mean Junior in rank

Example

He is under me.

We use **under** specifically with the material things.

Example

The person crushed the dry leaves under his feet.

Under is used to show junior in rank. He is under me.

To show some thing according to

Example

He was arrested according to the law.

To describe particular situation.

Example

He was under arrest.

Below also means lower than but it is not necessarily touching physically.

Example

She saw below the sea.

(Here the action saw has no physical contact with sea and there is a space in between)

Below shows a space between two surfaces.

Example

We live below then.

It means that we live on the first and they live on the fourth and there is a space in between.

Below can mean Inferior in social class

Example

He is below me would means he is socially inferior to me.

We may use **Beneath** instead of under but it is safer to keep it for Abstract meanings only.

Example

It was beneath his dignity

Beneath shows lower in social class

Example

She married beneath her.

This example means that she married in a class socially lower than she.

Beneath means below or not worthy of

Example

It is beneath your dignity.

TEXTUAL SUPPORT

- I'll sell you that metal for below five hundred dollars.
I'll sell you that metal for **under** five hundred dollars.
- He pointed down from the upper rim of the clearing toward the deep valley down.
He pointed down from the upper rim of the clearing toward the deep valley **below**.
- I looked at the vast mountain slope beneath where my mother and father had farmed.
I looked at the vast mountain slope **below** where my mother and father had farmed.

UNIT -10

PREPOSITION

4. Her hair reached **underneath** her knee and made itself almost a dress for her.
Her hair reached **below** her knee and made itself almost a dress for her.
5. The sprinkling of water which falls drop by drop on the leaves **under** creates music which is sweet to hear.
The sprinkling of water which falls drop by drop on the leaves **below** creates music which is sweet to hear.
6. Later nothing remained but a faint luminosity buried **under** darkness.
Later nothing remained but a faint luminosity buried **beneath** darkness.
7. They stand most straight who learn to walk **under** a weight.
They stand most straight who learn to walk **beneath** a weight.

6. GRAMMATICAL ROLES OF PREPOSITIONS

Cause

- Preposition of cause, reason
e.g. because of
- **Because of** drought, the price of bread was high that year.

Purpose

- Preposition of purpose
e.g. for
- He will do anything **for money**.

Goal

- Preposition of goal or target
e.g. to, at
- We are going **to Multan**.
- He aimed carefully **at the bird**.

Agent

- Preposition of means, instrument, agent
e.g. by, with
- He broke the window glass **with stone**.
- The window was broken **by a boy**.
- I travelled **by bus**.

UNIT -10

Agent

- Preposition of source, origin
e.g. from
- They come **from America**.
- I borrowed the book **from** the library.

TEXTUAL SUPPORT

- A) The vegetables that the sun shine in the clearing
- B) The vegetables that the sun shine in the clearing
- C) The vegetables who the sun shine in the clearing
- D) The vegetables that the sun shine in the clearing

- A) Ten-foot strips of stone as the truck moved.
- B) Ten-foot strips of stone on as the truck moved.
- C) Ten-foot strips of stone on as the truck moved.
- D) Ten-foot strips of stone on as the truck moved.

- A) One of the oxen of Penicillin.
- B) One of the oxen of Penicillin.
- C) One of the oxen of Penicillin.
- D) One of the oxen of Penicillin.

- A) Jess's father of Penicillin.
- B) Jess's father of Penicillin.
- C) Jess's father of Penicillin.
- D) Jess's father of Penicillin.

- A) From Agade
- B) From Agade
- C) From Agade
- D) From Agade

UNIT -10

PREPOSITION

Agent

- Preposition of source, origin
e.g. *from*
- They come *from America*.
- I borrowed the book *from Ali*.

TEXTUAL SUPPORT

- A) The vegetables that the old man grew in his secret garden were better flavored because of the sunshine in the clearing.
- B) The vegetables that the old man grew in his secret garden was better flavored because of the sunshine in the clearing.
- C) The vegetables *who* the old man grew in his secret garden were better flavored because the sunshine in the clearing.
- D) The vegetables that the old man *grow* in his secret garden were better flavored because the sunshine in the clearing.

- A) Ten-foot strips of steel mesh were placed together to make a runway *of the wheels* to bite on as the truck moved.
- B) Ten-foot strips of steel mesh were placed together to make a runway *for the wheels* to bite on as the truck moved.
- C) Ten-foot strips of steel mesh were placed together to make a runway *at the wheels* to bite on as the truck moved.
- D) Ten-foot strips of steel mesh *was* placed together to make a runway *for the wheels* to bite on as the truck moved.

- A) One of the oxford team went *until America* to discover the new methods of manufacture of Penicillin.
- B) One of the oxford team went *till America* to discover the new methods of manufacture of Penicillin.
- C) One of the oxford team went *to America* to discover the new methods of manufacture of Penicillin.
- D) One of the oxford team went *from America* to discover the new methods of manufacture of Penicillin.

- A) Jess's father cut a wisp of alfalfa *by his pocket knife*.
- B) Jess's father cut a wisp of alfalfa *from his pocket knife*.
- C) Jess's father cut a wisp of alfalfa *of his pocket knife*.
- D) Jess's father cut a wisp of alfalfa *with his pocket knife*.

- A) From Agades he travelled north to meet Balanguernon *by camel*.
- B) From Agades he travelled north to meet Balanguernon *in camel*.
- C) From Agades he travelled north to meet Balanguernon *with camel*.
- D) From Agades he travelled north to meet Balanguernon *at camel*.

11 UNIT

PUNCTUATION

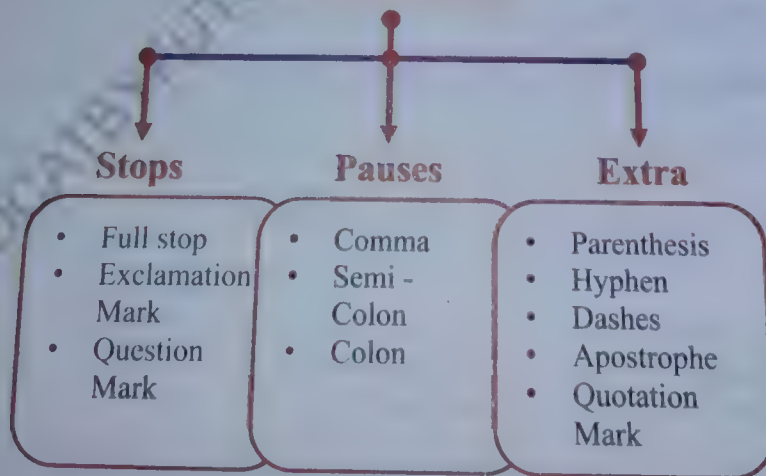
Punctuation is a use of spacing, conventional signs, and certain typographical devices as aids to the understanding and the correcting reading, both silent and aloud, of hand-written and printed texts. There are a few things about punctuation to check out:

- Erroneous apostrophe
- Unnecessary quotation marks
- Unnecessary Commas / too many commas
- Hyphen (-) vs dash (—)
- Comma splice
- Semicolon (;) vs Colon (:))

Punctuation is the system of adding appropriate punctuation marks to what you write. Punctuation marks are signs such as:

- Full Stop (.)
- Comma (,)
- Question mark (?)
- Colon (:)
- Semi-colon (;)

Punctuation



STOPS

- Full Stop/Period
- Exclamation Mark
- Question Mark

UNIT - 11

PUNCTUATION

Full Stop (.)

Full Stop

To mark end of the sentence

- He is never late.
- It's raining.
- I am a kipsian.

To mark and abbreviation

- Eng. (English)
- Chap. (Chapter)
- Vol. Volume

A Declarative Sentence begins with a Capital letter and ends with a full stop (also called a full point or a period)

- Please don't be late.
- It's raining heavily.
- There's a rainbow in the sky.

Common Error

A very common error is to join or 'splice' two sentences with a comma, instead of using a full stop between them, usually when the thought is flowing on into the second sentence.

You can use a **semicolon** instead of a full stop in such situations; a colon can also be correct if the second statement explains or expands the first statement:

WRONG:

I always get up early, I like to work before breakfast. (comma splice)

RIGHT:

I always get up early; I like to work before breakfast.

RIGHT:

I always get up early: I like to work before breakfast.

Rule No. 1

Abbreviations that include the final letter of the abbreviated word are usually written without a point, for example:

- Mister ~~Mr~~ Mr.
- Mrs / Mrs. Freeman
- Dr / Dr. Saunders

Rule No. 2

People's given names are sometimes reduced to initials. Full stops are often used after the initials, but are not essential.

Example:

- Dr Edward Saunders:
Dr E Saunders or Dr E. Saunders

PUNCTUATION

UNIT -11

Rule No. 3

Abbreviations of ordinal numbers are written without stops:

- Lectures have been scheduled for :
2nd October
3rd November
4th December

Rule No. 4

Degrees, qualifications, titles and awards are increasingly written without stops:

- BA B.A.
- MA M.A.
- MBBS

Rule No. 5

A reliable principle is to add stops to small-letter abbreviations, and to those that start with a capital, if the last letter is not included in the abbreviation:

- adj. (adjective)
- adv. (adverb)
- prep. (preposition)
- doz. (dozen)
- chap. (chapter)
- vol. (volume)

Acronyms

Some abbreviations are in the form of words composed of the first one or more letters of the words that make up the full form; these are always written without stops:

- **AIDS**
(Acquired Immune-Deficiency Syndrome)
- **LASER**
(light amplification by stimulated emission of radiation)

Exclamation Mark!

Exclamation Mark is usually put after short sharp commands, exclamatory remarks, interjections and words that show delight, surprise or anger:

- Don't move!
- What a yorke!
- Ah!
- Hurrah!
- Wow ! You look terrific!
- Shit ! I've lost my keys!

Exclamation marks are used to exclaim something. They are commonly used after interjections. Interjections are the words or phrases that are used to:

- exclaim
- command
- protest like "wow" or "oh").

UNIT -11

Exclamation marks can express the following emotions:

- **excitement** -
"I can't wait to go to Disney!"
- **surprise** -
"Oh! You already bought a car!"
- **astonishment** -
"Wow! It is even bigger than I thought!"
- **emphasizing a point** -
"No! We don't want to go to that place!"
- **another strong emotion** -
"That news story made me so angry!"

Exclamation Mark Examples

- Yes, I will marry you!
- Oh! That is a gorgeous dress!
- Wow! I can't believe I passed!
- She told me that you're coming!
- Help! I locked myself out!
- No! I forgot my homework!
- Use two coats of paint!

Question mark?

Question marks come at the end of a question.

- Would you like tea?
- Is your lawnmower broken?

Indirect Questions

Strictly speaking, you don't use a question mark in an indirect question that has become a statement.

- I asked if he was coming.
- He wanted to know what time the show started.

Direct Questions

The normal rule is to use a question mark in direct questions that are intended to get an answer, representing the full question.

- Would every body be there?
- Could you please help me?

UNIT -11

PUNCTUATION

Exclamation marks can express the following emotions in writing.

- **excitement** -
"I can't wait to go to Disneyland!"
- **surprise** -
"Oh! You already bought a new car!"
- **astonishment** -
"Wow! It is even bigger than I thought!"
- **emphasizing a point** -
"No! We don't want to go to the party!"
- **another strong emotion** -
"That news story made me so angry!"

Exclamation Mark Examples

- Yes, I will marry you!
- Oh! That is a gorgeous dress!
- Wow! I can't believe I ran into you here.
- She told me that you're having a baby!
- Help! I locked myself out of my house!
- No! I forgot my homework again.
- Use two coats of paint, not one! express

Question mark?

Question marks come after questions:

- Would you like tea or coffee?
- Is your lawnmower electrically powered or battery-operated?

Indirect Questions

Strictly speaking, you never have a question mark at the end of an indirect question, that is, a question that has become a noun clause after an asking, telling or knowing verb:

- I asked if he was feeling all right.
- He wanted to know
what time the show started.

Direct Questions

The **normal rule** is that direct questions are followed by question marks. But some **direct questions** are intended as **politely worded commands**, after which a **full stop** can be used, representing the **falling tone** used by the speaker:

- Would everybody **Please** meet back here at five-thirty.
- **Could** you **please** close all the windows when you leave.

UNIT -11

PAUSE

Comma (,)

Comma is used to show the grammatical structure of a sentence, to mark pauses, and to clarify.

Commas used to separate clauses

In compound sentences

(1) A comma is often used before a co-ordinating conjunction (attached) such as **FANBOYS** (and, but, so etc). This happens particularly if the subject is repeated, or there is a new subject, in the second clause.

- I was already running late, and I didn't want to miss the train.
- I phoned Jack to invite him for lunch, but he didn't answer.
- Jack wasn't in his office, so I went for lunch by myself.

In complex sentences

With many types of adverbial clause (for example, time, place, condition, result, manner) a comma is not needed:

- I'll give you a call **when** I arrive at the station.
- The axe was lying **where** he had left it.
- I was so tired **that** I fell asleep standing up.

(2) A comma is often used before clauses of reason, purpose, concession:

- You must study conscientiously at school, **because** your future depends on it. (reason)
- Take time to plan your exam, **so that** you do not spend too long on any particular question. (Purpose)
- She still worried about her son, even **though** he was grown up. (Concession)

(3) If the adverbial clause begins the sentence, a comma after it is very common:

- **When** you're very worried about something, it's difficult to concentrate on anything else.
- **If** you need a ride into town, I could pick you up at 9.30.

(4) The defining type of relative clause should have no comma before it

- He is one of the men **who** were digging up the road.
- The police removed the vehicle **that** had been blocking the road.

But, A non-defining relative clause enclosed in another subordinate clause also needs commas on both sides:

- I'd heard that Peter, **who** had organized the event, was a bit disappointed.

COMMAS USED TO SEPARATE PHRASES

Adverbial Phrases

(1) An adverbial phrase that introduces a sentence is often followed by a comma. A comma is not so necessary after adverbial phrases of place and time, which form part of the statement:

- On the whole, we can congratulate ourselves on this year's figures.
- At the very last minute he agreed to sign.

PUNCTUATION

UNIT -11

... usually need a comma before ...
... like neutral colours, for instance, for ...
... can serve as colour names, for ...

Comma Phrases

You put commas round a proper noun or extra piece of information, for example, Sir Abid W.

Principal Phrases

Principal phrases (phrases for which a comma is needed) are:
• Determined by the noise in the night.
• Having nothing much else to do.

COMMAS USED TO SEPARATE

Comma (,)

Adverbs

Sentence adverbs, giving the speaker's attitude, are separated off with a comma, or a full stop.
• Unfortunately, I didn't receive the letter.
• He was ill. He, however, was not.
• He was ill. However, he took his medicine.
• Inevitably, the disagreement arose.

Use a comma after a place or a preposition or conjunction.
• Outside, the building was empty.
• Before, she had never visited.

Nouns

Nouns in a list have commas between them.
• I added mangoes, melons and apples to the basket.
• He gained distinction in his studies.

Some people like to put commas between them.
• An actor needs courage, confidence and skill.

Adjectives

When you use a string of adjectives, put commas between them, for example:
• SIZE, COLOUR, SHAPE, etc.
• He was carrying a large, heavy, black bag.
• OPINION, QUALITY, etc.
• The supermarkets are full of fresh, cheap, good quality food.

When you use a string of nouns, put commas between them, for example:
• The committee consisted of a doctor, a lawyer, a teacher and a businessman.

UNIT - 11

PUNCTUATION

- (2) You usually need a comma before *for example* or *for instance*, with a sentence or clause after it:
- I like neutral colours, *for instance*, beige and grey.
 - Fruits can serve as colour names, *for example*, plum, cherry, peach.

Noun Phrases

- (3) You put commas round a proper name that is added after the noun phrase as an explanation or extra piece of information:
- The Chief Executive, Sir Abid Wazir Khan, brought proceedings to a close.

Participial Phrases

- (4) Participial phrases (phrases formed with a present or past participle) often need to be marked off with a comma:
- *Deafened by the noise in the night club*, we went outside to talk.
 - *Having nothing much else to do*, I walked along to the museum.

COMMAS USED TO SEPARATE WORDS

Comma (,)

Adverbs

Sentence adverbs, giving the speaker's comment on the statement as a whole, are very often marked off with a comma, or a pair of commas:

- Unfortunately, I didn't receive your letter.
- He was ill. He, however, tried to come.
- He was ill. However, he tried to come.
- Inevitably, the disagreement escalated into a major quarrel.

Use a comma after a place or time adverb in cases where it might be mistaken at first sight for a preposition or conjunction:

- Outside, the building was grey and forbidding.
- Before, she had never worried about her appearance.

Nouns

Nouns in a list have commas between them, with and between the final two items

- I added mangoes, melons and star fruit to the shopping list.
- He gained distinctions in maths, physics, biology and computer studies.

Some people like to put a comma also before "and" in such a list; this is not wrong:

- An actor needs courage, integrity, and imagination.

Adjectives

When you use a string of adjectives that are of different kinds, you don't need commas between them, for example:

- **SIZE, COLOUR, MATERIAL:**

He was carrying a large blue cardboard file.

- **OPINION, QUALITY, ORIGIN:**

The supermarkets are stocking some excellent fruity Australian wines.

When you use a string of quality or opinion adjectives, you usually put commas between them, for example:

PUNCTUATION

UNIT -11

- **QUALITY:**
She was wearing a shabby, faded jacket.
- **QUALITY:**
Helen had always been one of those happy, confident, busy people.
- **OPINION:**
She's a beautiful, sweet, charming girl.

Class or type adjectives can be used in a string without commas:
 • She worked as an editor on a small-circulation specialist scientific journal
 • He has a skilled manual job in a factory.

If you use two adjectives after a linking verb such as be, become or feel, you use **and** between them. If you use more than two adjectives, you put **and** between the last two, and commas between the others:
 • He was to" and thin.
 • He was tall, thin, short-sighted and bald.

Commas for clarity

You should put a comma before and after the name of a person who is being addressed:

- Thank you, Helen, very much.
- Tom, do take your feet off the table.
- Is this your bag, Harry?

A comma comes before please:

- Do you have the time, please?

A comma should come after yes and no:

- Yes, it's two thirty-five.
- No, my watch has stopped.

Semicolon (;)

A semicolon is used between two clauses that can really stand as sentences on their own. You use a semicolon to link them more closely, when a full stop would be too big a break.

A semicolon is most commonly used to link two independent clauses of compound sentences that are closely related in thought.

- Your friend had a lethal weapon; he nearly killed me with it.
- Semicolon is used to show a balance or contrast between the two clauses, or a progress from one statement to the next:
 I am here ; you are there. (balance)
 Don't force children to study;
 be patient with them. (contrast)
 We made too many mistakes;
 we lost the game. (progress)

A semicolon is used before Conjunctive Adverbs like *however, therefore* etc

- She wanted to go; however, she decided against it.
- Payment was received late; therefore, you will be fined.

UNIT - 11

PUNCTUATION

It's Old Fashioned!

Semicolon with "and," "but," and "or"
To outrank **commas** in the independent clauses, it is acceptable to use a semicolon before the "and," "but," and "or"
Before a war, military science seems a real science; but, after a war, it seems more like astrology.

Colon (:)

The mark colon (:) used to introduce

(1) A List

- The bookstore specializes in three subjects: art, architecture, and graphic design

(2) An Explanation

- I have very little time to learn the language: my new job starts in five weeks.

(3) A Summary

- Five continents, three dozen countries, over a hundred cities: this was the trip of a lifetime.

(4) A Reported Speech

- He ended with the immortal words of Neil Young: "Rock and Roll can never die."

Colons can be useful for **reporting a conversation**, as though in a play:

BEN: What did the hunters say when they saw the elephants coming over the hill?

ME: I don't know; what did the hunters say when they saw the elephants coming over the hill?

Non-grammatical uses of the colon

Time

The colon is used to separate hours from minutes, with no space before or after the colon.

Example: 11:35 a.m.

Ratio

The colon is used to express a ratio of two numbers, with no space before or after the colon.

Example 1:3

MISUSE OF COLONS

A colon should not separate

- a noun from its verb
- a verb from its object
- subject complement
- a preposition from its object
- a subject from its predicate.

To illustrate, here is one of our sentences from above rewritten incorrectly.

WRONG

The three types of muscle in the body are: cardiac, smooth, and skeletal.

WRIGHT

There are three types of muscle in the body: cardiac, smooth, and skeletal.

PUNCTUATION

UNIT -11

FURTHER CLARIFICATION

Parentheses ()

Parentheses (also called round brackets) are used to isolate the writer's comments or 'asides', additions, explanations etc. from the rest of the sentence:

- The anthropologists (who have studied the development of human race) suggest that apes and baboons share common ancestors.

You will notice that parentheses, in some cases, do a very similar job to that of a pair of commas:

- The anthropologists, who have studied the development of human race, suggest that apes and baboons share common ancestors.

Punctuation inside or outside Parentheses ()?

If material in parentheses ends a sentence, the period goes after the parentheses.
He gave me a nice bonus (\$500).

Periods go inside parentheses only if an entire sentence is inside the parentheses.

- Please read the analysis. (You'll be amazed.)
- An entire sentence in parentheses is often acceptable without an enclosed period:
- Please read the analysis (you'll be amazed).

A question mark or exclamation mark that belongs to the words in brackets Should come inside the closing bracket:

- We spend a lot of time buying second-hand books (what a hobby for us!).
- The person to advise you is Mrs Beauchamp (have I spelt her name correctly?).

Dash (-)

Dash A dash is a little horizontal line that floats in the middle of a line of text (not at the bottom: that's an underscore). It's longer than a hyphen.

Dashes are used to separate groups of words, not to separate parts of words as a hyphen does.

Dashes are of two types - Em Dash and En Dash:

En dash:

- Twice as long as a hyphen, the en dash is a symbol (—) that is used in writing or printing to indicate a range, such as: 1880-1945

Em dash:

Longer than the en dash, the em dash can be used in place of a comma, parenthesis in sentence.

- She gave him her answer — No!

The dash indicates an interruption. Some other punctuation marks—commas, colon and parentheses—serve similar purposes.

If the sentence continues after the interruption, use a pair of dashes.

EXAMPLE:

She saw her sisters— all five of them— standing in front of the building.

UNIT -11

USE OF DASH

- 1 Use a dash to show a pair of words.
- 2 My brothers— Richard and John— are both doctors.
- 3 Use a dash to show an interruption in a sentence.
- 4 Use a dash like a colon to attach the photo to my letter.
- 5 There are three places to use a dash.
- 6 Use a dash to show the end of a sentence.
- 7 When an entire word is used as a sentence, it should be followed by a dash.

Hyphen (-)

A short line (-) hyphen. Hyphens have two functions.

- (1) **HYPHEN WITH PREFIXES**
 - The ex - mayor attended the meeting.
 - He looks extremely tired.
 - A dictator thinks of himself as a dictator.

HYPHEN WITH SUFFIXES

- anti-, co-, non-, sub-, super-, ultra-, ultra-, ultra-
- anti-aircraft / anti-air
- anti-hero / anti-hero
- co-pilot, non-na

-LIKE AND OTHER

- Adjectives formed with -like and -like
- an owl-like expression
 - We are like-minded
 - But some well-known people are like-minded
 - childlike
 - ladylike

(1) THE COMPOUND

-aware, -friendly, -like, -like are used with a hyphen.

- gender-aware
- a strange-looking
- user-friendly

(2) Hyphens and

Numbers between hyphens

- Fifty-six books

(3) Hyphen in

The principal

However, a hyphen

UNIT - 11

PUNCTUATION

USE OF DASH

1. Use a dash to show a pause or break in meaning in the middle of a sentence.
My brothers Richard and John -are visiting Hanoi. (Could use commas/ brackets)
2. Use a dash to show an afterthought.
I attached the photo to my email -at least I hope I did!
3. Use a dash like a colon to introduce a list.
There are three places I'll never forget—Matotoli, Multan and Islamabad.
4. Use a dash to show that letters or words are missing.
When an entire word is missing, either two or three em dashes can be used.

Hyphen (-)

A short line (-) hyphen is a form of dash (-). Its main purpose is to glue words together. Hyphens have two functions: to join words and to divide words at the end of a line of text.

(1) HYPHEN WITH PREFIXES: ex-, self-, all-

- The ex - mayor attended all the functions.
- He looks extremely self - satisfied.
- A dictator thinks of himself as all - powerful.

HYPHEN WITH SOME OTHER PREFIXES:

- anti-, co-, non-, semi-, pro-
- anti-aircraft / anti- tank
- anti-hero / anti-lock /anti-Semetic
- co-pilot, non-native, semi-final

-LIKE AND OTHER COMBINING ELEMENTS

Adjectives formed with -like have hyphens, whether before the noun or not:

- an owl-like expression
- We are like-minded people.

But some well-known "-like" adjectives are written as one word, for example:

- childlike
- ladylike

(1) THE COMBINING WORDS

-aware, -friendly, -conscious, -looking, -sensitive, -sounding are used with a hyphen, whether before the noun or not:

- gender-aware vocabulary
- a strange-sounding name
- user-friendly machine

(2) Hyphens and Numbers

Numbers between twenty-one and ninety-nine should be hyphenated when they're spelled out.

- Fifty-six butterflies are on the flower.

(3) Hyphen in Compound Adjective with Numbers

The principal made a 10-minute speech.

However, a hyphen is not required if the number is the second word in the compound adjective.

UNIT -11

EXAMPLES:

- He is a victim of Type 2 diabetes.
- This elevator goes to Basement 3.

(3) HYPHENS FOR THE AGES

Hyphens are often used to tell the ages of people and things.
Use hyphens if the period of time (year, month, weeks, day) is written in singular form:

- We have a two-year-old child.

NO HYPHENS:

The child is two years old.
(Because years is plural.)

Exception:

The child is one year old.
(Or day, week, month, etc.)

(4) HYPHEN WITH FRACTIONS

Use a fraction like half or quarter as part of a compound adjective.

- A half-day holiday was announced.
- A quarter-million dollars is still a large amount of money.
- You'll need one-third of a pound of flour and one egg.

MODIFIERS- COMPOUND WORDS AND HYPHEN:

Compound Modifiers are two words that work together to function like one adjective.

- Fast-acting medication can be useful when one has a headache.

COMPOUND WORDS:

When two words are used together to give a new meaning, a compound is formed.

KINDS OF COMPOUND WORDS:

Compound words can be written in three ways:

- 1) OPEN COMPOUND WORDS
- 2) CLOSED COMPOUND WORDS
- 3) HYPHENATED COMPOUND WORDS

1) OPEN COMPOUND WORDS

- two unhyphenated words used together and spelled as two separate words with space between them
- ice cream living room
- full moon real estate
- dinner table coffee mug

2) CLOSED COMPOUND WORDS

- when two words used together and spelled as one single word without space or a hyphen
- closed compound words look like one word
- notebook superman
- waistcoat bookstore
- fireman soulmate

UNIT -11

- 3) HYPHENATED COMPOUND WORDS
 - two words written with a hyphen
 - A rule of thumb to remember
 - if placed before the noun
 - a long-term solution
 - an up-to-date user guide
 - This solution is not for
 - This user guide is not

USE A HYPHEN TO

- recover
(= get better)
- re-cover
(= to put a new cover on)
- recreation
(= relaxation)
- re-creation
(= the process of creating again)

DO NOT USE A HYPHEN

1. Don't use a hyphen
 - The singer performed
2. Don't need a hyphen
 - Do you expect
 - The room was

3. The adverb
 - the very-early
 - brilliantly
 - Following
 - the friend
 - a family

SINGLE WORDS

Hyphenated

- email in
- teenage

Apostrophes

The text c

- 1) Possessive
- 2) Omission
- 3) Plural

Apostrophes

USE A

To indi

KETS

UNIT - 11

1) HYPHENATED COMPOUND WORDS

- two words written with a hyphen between them
- A rule of thumb to remember is that in most cases, a compound adjective is hyphenated if placed before the noun it modifies but not if placed after the noun
- a ~~long~~ term solution
- an ~~up to date~~ user guide (RTT)
- This solution is not for the ~~long term~~
- This user guide is not ~~up to date~~.

PUNCTUATION

USE A HYPHEN TO AVOID AMBIGUITY:

- ~~recover~~
- (= get better)
- ~~re-cover~~
- (to put a new cover on something)
- ~~recreation~~
- (= relaxation)
- ~~re-creation~~
- (the process of creating something anew)

DO NOT USE A HYPHEN:

- 1. Don't use a hyphen when the modifier comes after the noun it is describing.
The singer performing tonight is well known / ~~well-known~~.
- 2. Don't need a hyphen when your modifier is made up of an adverb and an adjective.
Do you expect me to believe this clearly impossible story? / ~~clearly impossible story?~~
- 3. The room was like a heavily-decorated chocolate box. / ~~heavily decorated chocolate box.~~
- 3. The adverb ~~very~~ and adverbs ending in ~~ly~~ are not hyphenated.
• the ~~very elegant~~ / very elegant watch
• ~~brilliantly played~~ / ~~brilliantly played~~ shot
Following ~~ly~~ words are not adverbs:
• the friendly-looking dog (correct)
• a family-owned cafe (correct)

SINGLE WORDS WITH NO HYPHENS

Hyphenated words tend to become single words with no hyphens over time.

- email instead of e-mail
- teenager instead of teen-ager are increasingly common.

Apostrophe (')

The text character apostrophe ('), which serves as a punctuation mark, is used to indicate:

- 1) **Possession** (Ali's book)
- 2) **Omission** (I'm; '99)
- 3) **Plural** (The Flemings).

Apostrophe (') (possession)

USE AN APOSTROPHE

To indicate:

PUNCTUATION

UNIT -11

1) THE POSSESSIVE CASE

(a) The mark (') is used before or after the letter 's' to show that something belongs to somebody.

- Sam's watch
- the horses' tails

(b) Show the possession of a compound noun (mother-in-law) with an apostrophe + s ('s) at the end of the word.

- my mother-in-law's hat

(c) If two people possess the same item, put the apostrophe + s ('s) after the second name only.

- Ali and Ahmad's house.

(d) In cases of separate rather than joint possession, use the possessive form for both.

- Ali's and Ahmad's bodies.

Apostrophe (') (Omission)

2) THE OMISSION

The mark (') is used to show that one or more letters or numbers have been left out anywhere at the start, end or in the mid of a word.

- cannot = can't
- 10 April 1997 = 10 April '97

Apostrophe (') (Plural)

3) THE PLURAL

a) the mark (') is used before the letter 's' to show the plural of a letter or number or a figure.

- How many 3's are there in 9?
- There are two m's in comma.
- It is the fashion of 1960's.
- Read do's / dos and don'ts.

(b) Many writers and editors prefer an apostrophe after single capitalized letters.

- straight A's / B's

(c) With groups of two or more capital letters, apostrophes seem less necessary.

- MPAs / ABCs.

(d) Regarding single-digit numbers, you are just as likely to see 2s and 3s as 2's and 3's.

(e) With double digits and above, many (but not everyone) regard the apostrophe as superfluous.

- I scored in the high 90s.

f) There are different schools of thought about years and decades. The following examples are all in widespread use:

- the 1990s / the 1990's
- the '90s / the 90's
- Awkward: the '90's

UNIT -11

Apostrophe (') (Possessive)

1) If you're the guest of the Sheikh, you're the Sheikh's guest (Sheikh's).

2) If someone's name ends in H, the plural of Hastings is Hastingses.

The members of the Jones family are the Hastingses' / the Hastingses' (Hastingses' + apostrophe).

In serious writing, this is not done.

Apostrophe (') (Plural)

PLACEMENT OF APOSTROPHE

Let's see the placement of apostrophe.

1. Add only (')
2. Add (') + s
3. Some other add (')
4. Texas's weather

Apostrophe (') (Plural)

3) Add (') + s ('s)

One method, common nouns end with s.

- the canvas's s

4) Add only an apostrophe

- Mr. Hastings' While talking
- Mr. Hastings' Mr. Hastings

Apostrophe (') (Plural)

DO NOT USE

- 1) Plurals of proper nouns

- Apostrophe
- I saw two
- Value y
- only

2) Possessive

Apostrophe

- hers.

UNIT -11

PUNCTUATION

Apostrophe (') (Possessive)

Possessive plurals of proper names ending in an s.

1) If you're the guest of the Sheikh family—the *Sheikhs*—you're the *Sheikhs'* guest (Sheikh + s + apostrophe).

2) If someone's name ends in an s, we must add an *-es* for the plural. The plural of *Hastings* is *Hastingses*.

The members of the Jones family are the *Joneses*.

- the *Hastings'* / the *Hastingses'* dog
(*Hastings* + *es* + apostrophe) the *Jones'* car / the *Joneses'* car

In serious writing, this rule must be followed no matter how strange or awkward the results.

Apostrophe (') (Placement)

PLACEMENT OF APOSTROPHE

Let's see the placement of an apostrophe with the nouns ending in an s.

1. Add only (')

Some writers and editors add only (') to all nouns ending in an s as in Texas.

- Texas' weather

2. Add (') + s

Some other add (') + s to every proper noun.

- Texas's weather

Apostrophe (') (Possessive)

3) Add (') + s ('s)

One method, common in newspapers and magazines, is to add an apostrophe + s ('s) to common nouns ending in an s.

- the canvas's size

4) Add only an apostrophe (')

Add only a stand-alone apostrophe to proper nouns ending in an s.

- Mr. Hastings' pen

While talking about a pen belonging to Mr. Hastings, many people would wrongly write Mr. Hasting's pen (his name is not Mr. Hasting).

Apostrophe (') (Don't use)

DO NOT USE AN APOSTROPHE

1) Plurals of Nouns

- Apostrophe is not used in forming the plural of ordinary words.
- I saw two dogs / *dog's*.
- Value your near and dear ones / *one's*.
- only

2) Possessive Pronouns

- Apostrophe is not used with the Possessive Pronouns.
hers, yours, or theirs, its

UNIT -11

PUNCTUATION

3) Family Names.

Never use an apostrophe to make a name plural

- The Wilson's. Wilsons are here
- We visited the Sanchez's. Sanchezes

Beware of false possessives, which often occur with nouns ending in s. Don't add apostrophes to noun-derived adjectives ending in s.

- He's a United States. United States citizen.
- It is often omitted in company names
- Barclays Bank
- Habib Bank

Quotation Marks

DOUBLE QUOTATION MARKS

We use quotation marks with:

- 1) Direct quotes
- 2) Titles of certain works
- 3) Expressions implying the alternate meanings

PUNCTUATION WITH REPORTING VERB

If you put the speaker and saying verb before the spoken words, you can use either a comma or a colon before the opening quotation marks:

- Maria smiled, and said, "Thanks, Harry."
- Maria smiled and said: "Thanks, Harry."

SINGLE QUOTATION

Use single quotation marks for quotations within quotations.

Dan said, "In a town outside Brisbane, I saw 'Tourists go home' written on a wall. But then someone told me, 'Pay it no mind, lad.'"

PLACEMENT OF REPORTING SPEECH

The reporting speech can be used before or after the reported speech.

- "I don't care," he said.
- He said, "I don't care."

Do take care that all punctuation marks go within the quotation marks (inverted commas)

SINGLE QUOTATION

QUOTE WITHIN A QUOTE

Use single quotation marks for quotations within quotations.

- Dan said, "In a town outside Brisbane, I saw 'Tourists go home' written on a wall. But then someone told me, 'Pay it no mind, lad.'"

QUOTATIONS AND CAPITALIZATION

Sometimes, the text inside quotation marks is capitalized, other times it isn't.

Start the quote with a capital letter if you're quoting a complete sentence.

- He said, "We are ruined!"

UNIT -11

DO NOT CAPITALIZE

When quoting a phrase or a part of a sentence, do not capitalize the first letter of the phrase. He called them "smelly and utterly capital letter."

2) INTERRUPT DIRECT QUOTATION

Examples:

He said, "I don't care."
"Why?" I asked. "don't you care?"
Note that the first word of the Reported speech is not capitalized.

ELLIPSIS

ELLIPSIS OR THREE DOTS
• An ellipsis (plural: ellipses)
• Use an ellipsis when omitting a passage.
• Ellipses save space and by

FULL QUOTATION:

"Today, after hours of careful consideration, we have decided to veto the bill."
WITH ELLIPSIS:
• "Today ... we vetoed the bill."

CAPITALIZATION

CAPITALIZATION OF LETTERS
Capitalization is the writing of the first letter of a word in uppercase letters in lowercase.

FUNCTION

The main function of capitalization is to identify people, places, or things.

- We can speak of a lake, like Lake Michigan, which is a proper noun.

CAPITAL LETTERS

- The first letter of the name of a person, place, or thing.
- We are a complex society.
- The Pronoun "I" is always capitalized.
- Who am I?

Every full stop

- The U.S.A ; Mr. Smith
- All the acronyms and initials
- KIPS ; NUMS

UNIT - 11

DO NOT CAPITALIZE BY OMITTING A PHRASE

- If you're quoting a phrase or a part of a sentence, don't start the quote with a capital letter.
• He called them "smelly and utterly annoying" and closed the door.

(2) INTERRUPT DIRECT QUOTATIONS

In case of interrupt direct quotations, do not start the second part of the reported text with a capital letter.

Examples:

He said, "I don't care."

"Why," I asked, "don't you care?"

Note that the first word of the Reported Speech begins with a writing letter.

ELLIPSIS

ELLIPSIS OR THREE DOTS

- An ellipsis (plural: ellipses) is a punctuation mark consisting of three dots.
- Use an ellipsis when omitting a word, phrase, line, paragraph, or more from a quoted passage.
- Ellipses save space and by getting right to the point without delay or distraction:

FULL QUOTATION:

"Today, after hours of careful thought, we vetoed the bill."

WITH ELLIPSIS:

- "Today ... we vetoed the bill."

CAPITALIZATION

CAPITALIZATION OF LETTERS:

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase.

FUNCTION

The main function of capitals is to focus attention on particular elements within any group of people, places, or things.

- We can speak of a lake in the middle of the country, or we can be more specific and say Lake Michigan, which distinguishes it from every other lake on earth.

• CAPITAL LETTERS OR UPPER CASE

- The first letter of the first word of every sentence.
- We are a complex nation.
- The Pronoun "I" is always written in capital letter.
- Who am I?
- Every full stop is followed by a capital letter.
- The U.S.A ; Mr. Ali
- All the acronyms are written in upper case except laser.
- KIPS ; NUMS ; WAPDA

PUNCTUATION

UNIT -11

PUNCTUATION

- The first letter of the first word of a Reported Speech.
- He said, "Why are you late?"
- But, start the split Reported Speech with a writing letter.
- "Why," I asked, "don't you care?"
- Capitalize the word after interjection or an exclamation.
- Oh! That is a gorgeous dress!
- Wow! No one can believe it.
- Every proper noun starts with a capital letter.
- Allah, God (He), Pakistan
- Governmental matters
- Department of Agriculture.
- Days of the week
- Monday, Sunday
- Months of the year
- May, August
- Historical episodes and eras
- the French Revolution
- the World War I
- Brand names and companies.
- Levi's
- General Tryes
- Start the names of planets with a capital letter.
- Venus, Mars, Jupiter
- Saturn, Uranus, Neptune
- Earth is capitalized when it is being discussed specifically.
- Earth travels through space.
- Mega structures and natural landmarks
- the Eiffel Tower
- the Mount Everest
- Races, nationalities, and tribes
- Eskimos, Pakistani, Turks

WORDS DERIVED FROM PROPER NOUNS

I like English, but math is my favorite subject.

"English" is capitalized because it is derived from the proper noun England, while "math" is not capitalized because it is not derived from a proper noun.)

Specific course titles should, however, be capitalized.

- I have to take Math 101 next year.

UNIT -11

CAPITALIZE JOB TITLES

- Capitalize job titles and ranks.
- President Arif Alvi
- Arif Alvi, the president
- Uncle Sam
- Sam, my uncle

Capitalize directions only.

- The palace in North
- Do not capitalize "north"
- Drive six blocks north

- Names of Holy Books
- the Quran, the Bible
- Special occasions
- the Olympic Games
- Streets and roads
- The Mall Road

RECAP

HOW TO USE CAPITAL LETTERS

You should always use capital letters in the following cases:

- (1) At the beginning of a sentence.
- Use a capital letter for the first letter of a proper noun.
- The museum has a lot of things about it.
- (2) In the names of people, places, and things.
- Use a capital letter for the first letter of a proper noun.
- them:

(3) IN ABBREVIATIONS

If you're using abbreviations, use capital letters.

- BBC (British Broadcasting Corporation)
- USA (United States of America)
- MP (Member of Parliament)

(4) IN THE TITLES OF BOOKS, MOVIES, AND TV SHOWS

Use a capital letter for the first letter of the title.

- In such cases, use capital letters for the first letter of the title.
- words such as
- Pride and Prejudice
- Christmas

UNIT -11

CAPITALIZE JOB TITLES AND RELATIONS

PUNCTUATION

- Capitalize job titles and relations when they come immediately before a name
 - President Arif Alvi
 - Arif Alvi, the president
 - Uncle Sam
 - Sam, my uncle

- Capitalize directions only when they refer to specific region.
 - The palace in North America.
- Do not capitalize "north," "south," "east," or "west" when giving directions:
 - Drive six blocks north, and then turn east.

- Names of Holy Books
 - the Quran, the Bible
- Special occasions
 - the Olympic Games
- Streets and roads
 - The Mall Road

RECAP

HOW TO USE CAPITAL LETTERS

You should always use a capital letter in the following situations:

(1) At the beginning of a sentence

Use a capital letter at the beginning of a sentence:
The museum has huge potential. It will be a great boost to the area. We are really excited about it.

(2) In the names of people, places, or related words

Use a capital letter when you are writing the names of people, places, and words relating to them:

Africa

African

Buddha

Buddhism

Shakespeare

Shakespearean

(3) IN ABBREVIATIONS

If you're using the first letter of the abbreviated words, every letter should be a capital.

- BBC (British Broadcasting Corporation)
- USA (United States of America)
- MP (Member of Parliament)

(4) IN THE TITLES OF BOOKS, FILMS, ORGANIZATIONS, ETC.

Use a capital letter in the titles of books and other publications, films, organizations, special days, etc.

In such cases, you need a capital letter for all the main words but not for the connecting words such as a, an, the, or, and, etc.

- Pride and Prejudice
- Christmas Day the Houses of Parliament.

UNIT - 11

CAPITALIZATION

PROPER NOUNS

Absent nouns, when personified, are capitalized. For example:
My country, 'tis of thee, I am supreme

Do not capitalize

Here is a list of categories not capitalized unless an item contains a proper noun or proper adjective (or, sometimes, a trademark).
In such cases, only the proper noun or adjective is capitalized.

HEAVENLY BODIES BESIDES PLANETS

- the moon
- the sun
- ANIMALS
- black bear
- German shepherd

SEASONS AND SEASONAL DATA

- spring, summertime
- Plants, vegetables, and fruits
- cactus, carrot, mango

MINERALS

- iron, copper

MEDICAL CONDITIONS

- tuberculosis
- Parkinson's disease

Do not capitalize "north," "south," "east," or "west" when giving directions:

- Drive six blocks north, and then turn east.

PUNCTUATION

12 UNIT

PARTS OF A SENTENCE

Basically, there are two parts of a sentence:
• subject
• predicate
The subject refers to the part of the sentence that tells what the sentence is about.
The predicate refers to the part of the sentence that tells what the subject does or is.

SUBJECT

In general, the subject refers to what the sentence is about. The subject is a noun or pronoun. The subject may be written in one or more words.
• Students protested.
• They did not go to school.
• The black cat was sleeping.
• That the students protested.
• Run, means You run.

PLACEMENT OF A SUBJECT

In a sentence, a subject can be placed in one of three positions:
• at the start
A shepherd hears a barking sound.
• in the mid
A barking sound a shepherd hears.
• at the end
Up the hills lives a shepherd.

TYPES OF SUBJECT

- Simple Subject
It is just one word.
- Man is mortal.
- He tries to be immortal.

- Complete Subject
It is the simple subject plus the subject's modifiers.
- The black cat was sleeping.

- Compound Subject
It is two simple subjects joined by a conjunction.
- Anum and Faiz were playing.

12 UNIT

PARTS OF SENTENCE

PARTS OF A SENTENCE

Basically, there are two parts of a sentence:

- 1) Subject
- 2) predicate

The subject refers to the part of the sentence that tells who or what the sentence is about.
The predicate of a sentence includes the verb and everything that follows it.

SUBJECT

In general, the subject refers to the part of the sentence that tells who or what the sentence is about. The subject is a **noun**, **pronoun** or **noun phrase/clause**.
Subject may be written or understood (You).

- Students protested.
- They did not go to school.
- The black cat was sleeping.
- That the students protested was not good.
- Run. means You run.

PLACEMENT OF A SUBJECT

In a sentence, a subject may be:

- at the start

A **shepherd** hears a barking sound.

- in the mid

A barking sound a **shepherd** hears.

- at the end

Up the hills lives a **shepherd**.

TYPES OF SUBJECTS

- Simple Subject

It is just one word, a noun or a pronoun.

- Man is mortal.
- He tries to be immortal.

- Complete Subject

It is the simple subject plus all modifiers.

- The **black cat** was sleeping.

- Compound Subject

It is two simple subjects with a conjunction.

- Anum and **Faisal** are engaged.

UNIT -12

PARTS OF SENTENCE

PREDICATE

The predicate includes the most essential element verb and everything that follows it.

- It tells us what the subject does with an action verb.
The baby cries.
- It tells us the subject using a linking verbs and a complement.
The baby is happy.

TYPES OF PREDICATE

- Simple Predicate
The verb phrase alone is the simple predicate.
They won.
They have won.
- Complete Predicate
It is the verb phrase plus all modifiers.
They have won the match comprehensively.
- Compound Predicate
It is two verb phrases with a conjunction.
They have won and made a record.

ADDITIONAL PARTS OF PREDICATE

A verb phrase is the essential part of a predicate. Among the additional things that may follow the verb phrase are:

- Object
- Complement
- Adverbial

OBJECT

It is the noun phrase, pronoun or a noun clause being acted upon by the verb. It answers *whom or what*.

- I taught the students.
- I taught them.
- I taught English.
- I know what I have taught.

KINDS OF OBJECTS

Objects are noun phrases. If these noun phrases are written after a preposition, these are the objects of a prepositions.

- He goes to school.
- There are two kinds of objects of verbs:

- Direct Object
- Indirect Object

UNIT -12

Following example:
Show me a gift.
me is an indirect object as it is preceded by a preposition.
a gift is a direct object as it is not preceded by a preposition.

There are two objects.
Persons are indirect objects.
Things are direct objects.

COMPLEMENT

A complement is a word or a group of words that completes the meaning of the sentence.
subject complement
object complement
adjective complement
adverbial complement

SUBJECT COMPLEMENT

A subject complement is a word or a group of words that follows the subject of the clause and describes or identifies the subject.
A subject complement can be:
• a noun:
• a pronoun:
• an adjective:
• a preposition phrase:

OBJECT COMPLEMENT

An object complement is a word or a group of words that follows the direct object of a verb and describes or identifies the direct object.
It can be
• a noun
• adjective
• infinitive

• a noun
The committee
• an adjective
She wanted
• an infinitive
I don't expect

UNIT -12

Consider the following example:

- Mom bought me a gift
- "me" is an indirect object as it answers "whom?"
- "a gift" is a direct object as it answers "what?"

Are there two objects?

- Persons are indirect objects.
- Things are direct objects

COMPLEMENT

Complement is a word or a groups of words that is necessary to complete the meaning another part of the sentence.

- subject complement
- object complement
- adjective complement
- adverbial complement

SUBJECT COMPLEMENT

A subject complement is the information after a linking verb to describe, identify, or rename the subject of the clause.

A subject complement can be:

- a noun: Love is a virtue.
- a pronoun: It is I.
- an adjective: You look nice.
- a preposition phrase: The cat is in the shed.

OBJECT COMPLEMENT

- An object complement is that describes, renames, or completes the meaning of the object of a verb.

- It can be
- a noun
- adjective
- infinitive

- a noun

The committee made *him* captain.

- an adjective

She wanted to make *him* happy.

- an infinitive

I don't expect *him* to approve.

PARTS OF SENTENCE

PARTS OF SENTENCE

UNIT - 12

ADJECTIVE COMPLEMENT

An adjective complement is that provides information necessary to complete an adjective message.

It can be

- a prepositional phrases
- an infinitive phrases
- a noun clauses
- a prepositional phrases

I am *happy* with him

- an infinitive phrases

I'm very *happy* to know you!

- a noun clauses

I'm *happy* that you have come

ADVERBIAL COMPLEMENT

- Adverbial complement is that is required to complete the meaning of the verb.
- Let the books be *put* on the shelf.
- The teacher *sent* the student home.

- VERB
- OBJECT
- PREPOSITION COMPLEMENT

Object of verb, Object of preposition and Object complement are also used as complements.

- The dog *chased* (the cat).
- I got a challan *for* (speeding).
- Please *pass* *me* (the salt).

13 UNIT

SENTENCE AND ITS KIND

SENTENCE
A sentence is a group of words complete thought.

KINDS OF SENTENCES

- Declarative or Assertive
- Interrogative sentence
- Imperative sentence
- Exclamatory sentence
- Optative Sentence

DECLARATIVE OR

A sentence that makes

TYPES OF A DECLARATIVE

- Affirmative
- Negative

AFFIRMATIVE

If the statement aff

- Islamic is our

NEGATIVE STATEMENT

If the statement

- We are not

INTERROGATIVE

A sentence th

It ends with a

- Are you
- Where v
- Do they

IMPERATIVE

A sentenc

imperativ

- S
- K
- A

13 UNIT

SENTENCE AND ITS KINDS

SENTENCE AND ITS KINDS (FUNCTION)

SENTENCE

A sentence is a group of words that has at least a subject and a main verb to convey a complete thought.

KINDS OF SENTENCES BASED ON FUNCTION:

- Declarative or Assertive sentence
- Interrogative sentence
- Imperative sentence
- Exclamatory sentence
- Optative Sentence

DECLARATIVE OR ASSERTIVE

A sentence that makes a statement or assertion is called a declarative or assertive sentence.

TYPES OF A DECLARATIVE OR ASSERTIVE

- Affirmative
- Negative

AFFIRMATIVE SENTENCE

If the statement affirm something, it is called an affirmative sentence.

- Islamic is our religion.

NEGATIVE SENTENCE

If the statement negates something, it is called a negative sentence.

- We are not terrorists.

INTERROGATIVE SENTENCE

A sentence that asks a question is called an Interrogative sentence.

It ends with a question mark?

- Are you happy?
- Where were you last night?
- Do they not live here?

IMPERATIVE SENTENCE

A sentence that expresses a command or request, advice, suggestion, proposal is called an imperative sentence.

- Sit down. Don't move. (order)
- Kindly help. Please help. (request)
- Always speak the truth. (advice)

SENTENCE AND ITS KINDS

UNIT -13

- Never tell a lie. (advice)
- Let's go for a walk. (suggestion)

EXCLAMATORY SENTENCE

A sentence that expresses strong feeling is called an exclamatory sentence. It ends with an exclamation mark!

- What a lovely bouquet of flowers it is!
- Hurrah! We have won the match!
- Alas! We lost the match!

OPTATIVE SENTENCE

A sentence that expresses prayer, wish, desire, curse etc. is called an optative sentence.

- May you live long!
- If only I were rich!
- Let her come home safely! (wish)
- May the devil take you!

SENTENCE AND ITS TYPES (STRUCTURE)

There are four types of sentences based on structure.

- simple sentences
- compound sentences
- complex sentences
- compound complex sentences

SIMPLE SENTENCE

Simple sentence is a sentence consisting of at least one independent clause.

- We read books.
- A sentence will remain a simple sentence even with a relative clause.
- The boy, who met you, is my brother.

COMPOUND SENTENCE

Compound sentence is a sentence consisting of at least two independent clauses.

These clauses are linked by some coordinating conjunctions, or a punctuation mark or both.

- He reads, and we write.

COMPLEX SENTENCE

Complex sentence is a sentence consisting of at least one dependent and one independent clause. These clauses are linked by a subordinating conjunction.

- If he works hard, he will succeed.

COMPOUND COMPLEX SENTENCE

Compound Complex Sentence is a sentence consisting of at least one dependent and two independent clauses. These clauses are linked by a subordinating and coordinating conjunctions.

- If you push the button, someone will die, and you will get a \$50,000.

14 UNIT

PHRASE TYPES & FUNCTIONS
A VP is an incomplete part.
Subject is missing

Sometimes Verb (predicate) is missing
Sometimes both are missing

Following are the types of phrases

- 1) Noun Phrase
- 2) Adjective Phrase
- 3) Genitive Phrase
- 4) Preposition Phrase
- 5) Verb Phrase
- 6) Adverb Phrase
- 7) Participle Phrase
- 8) Infinitive Phrase
- 9) Gerund Phrase
- 10) Absolute Phrase

IDENTIFICATION

(1)

Man



Noun
Phrase

(2)

All



Noun
Phrase

14 UNIT

PHRASES

PHRASES TYPES & FUNCTIONS

PHRASE is an incomplete part of a sentence in which:

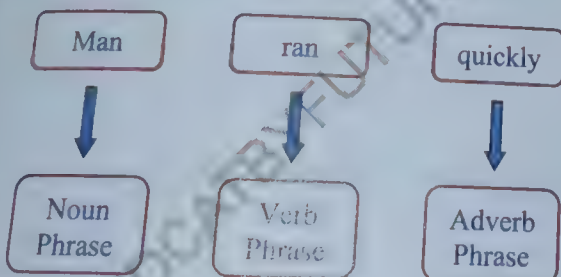
1. Subject is missing
• books
2. Sometimes Verb (predicate) is missing
• dog
- Sometimes both are missing
• at night

Following are the types of phrases:

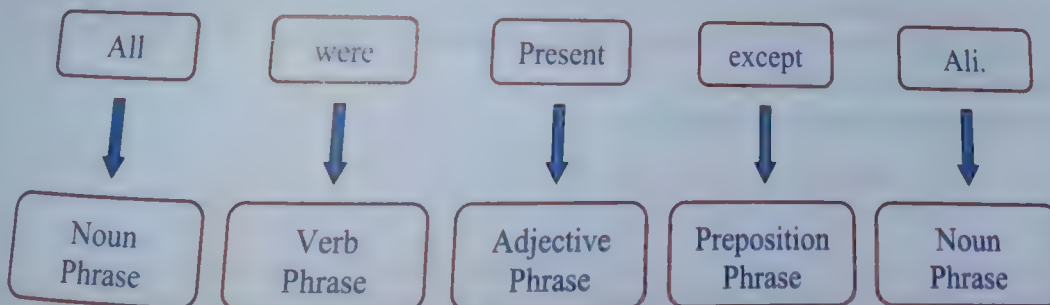
- 1) Noun Phrase
- 2) Adjective Phrase
- 3) Genitive Phrase
- 4) Preposition Phrase
- 5) Verb Phrase
- 6) Adverb Phrase
- 7) Participle Phrase
- 8) Infinitive Phrase
- 9) Gerund Phrase
- 10) Absolute Phrase

IDENTIFICATION OF PHRASES

(1)

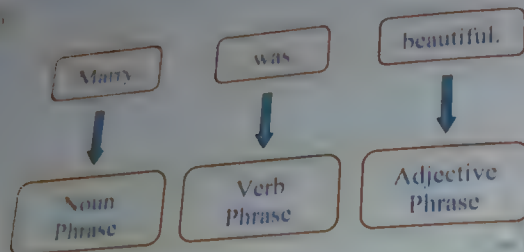
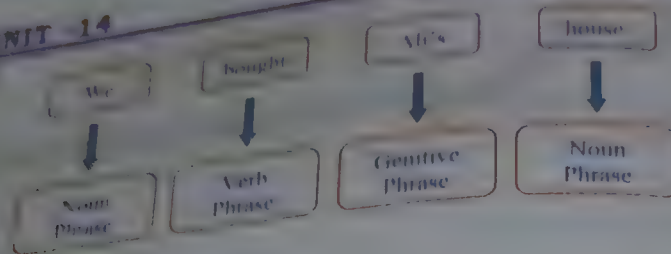


(2)



UNIT -14

PHRASES



PARTICIPLE PHRASE

A **PARTICIPLE PHRASE** is an Adjective phrase headed by a participle:

- **Brimmed** with confidence, Ali blurted out the answer.
- **Peering** over the glasses, Ali looked to me.

INFINITIVE PHRASE

An **INFINITIVE PHRASE** starts with an infinitive **to + v - I** and includes other modifiers or objects.

- To err is human.
- I want to **read** a book.

GERUND PHRASE

A **GERUND PHRASE** comprises the **ing form** and any modifiers or objects.

- **Smoking** cigarettes is injurious.
- I dislike **smoking** cigarettes.

ABSOLUTE PHRASE

An **ABSOLUTE PHRASE** (nominative absolute) is generally made up of a noun or pronoun with a participial phrase. It modifies the whole sentence, not a single noun, which makes it different from a participial phrase.

- **Being a doctor**, you should know it.

UNIT -14

FORMATION OF PHRASES



If the head word is
FORMATION OF

The

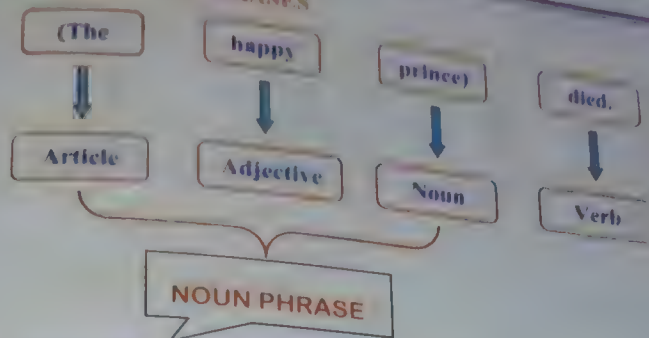
Pr

If the head
FORMA

UNIT - 14

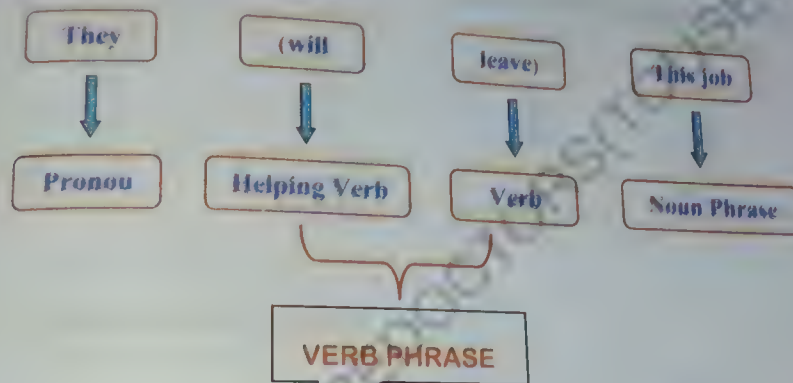
FORMATION OF PHRASES

FORMATION OF NOUN PHRASES



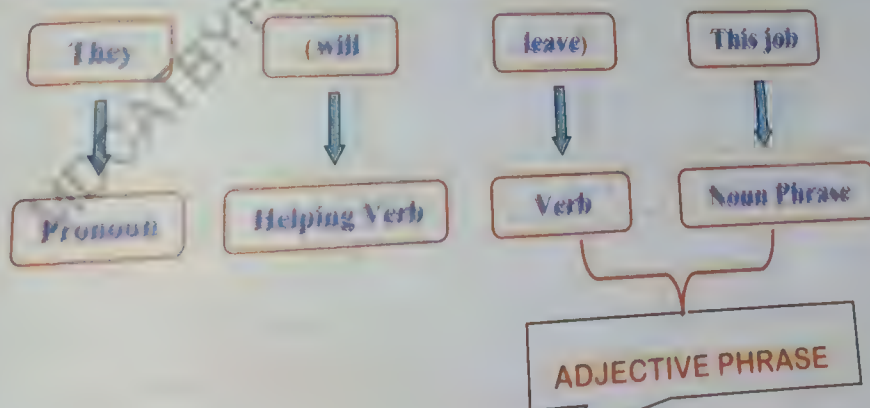
If the **head** word is a **noun**, it is called **noun phrase**.

FORMATION OF VERB PHRASES



If the **head** word is a **verb**, it is called **verb phrase**.

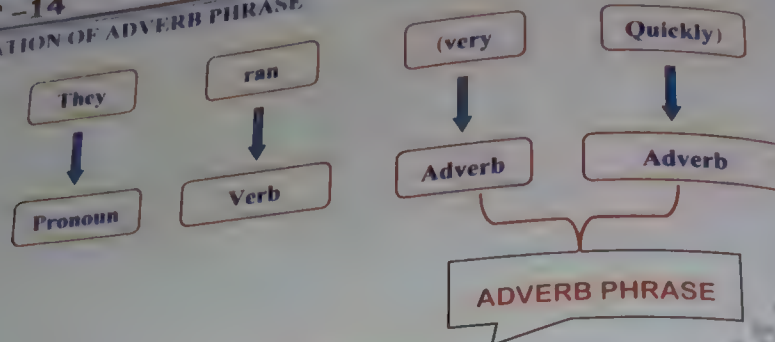
FORMATION OF ADJECTIVE PHRASES



If the **head** word is an **adjective**, it is called **adjective phrase**.

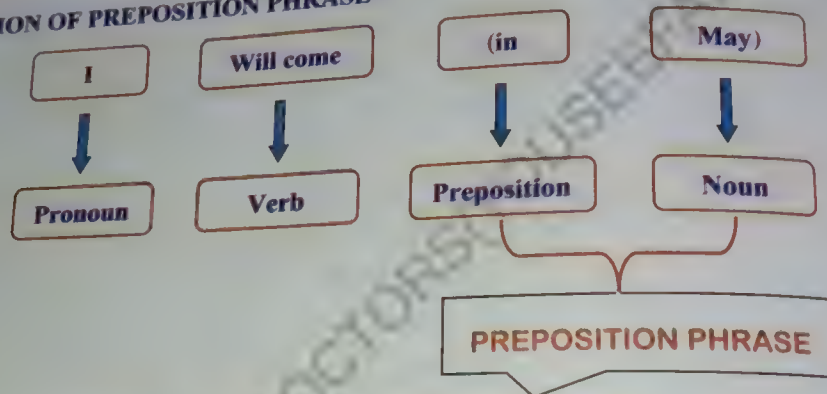
UNIT -14

FORMATION OF ADVERB PHRASE



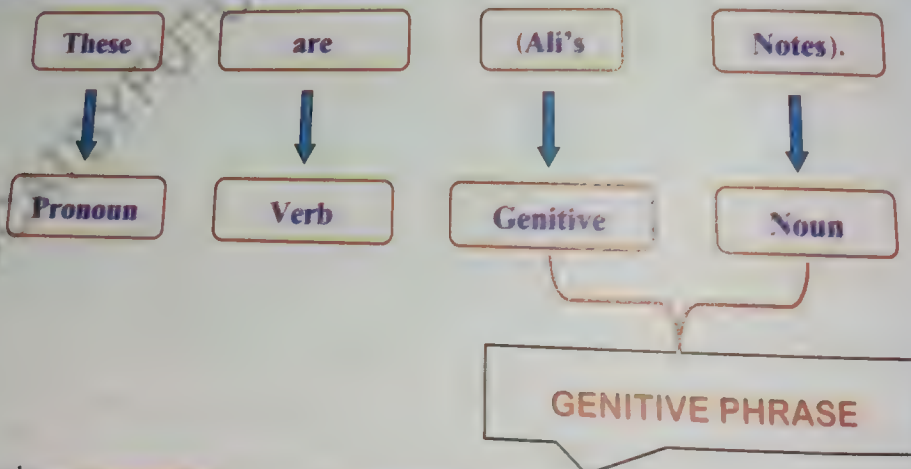
If the head word is an adverb, it is called adverb phrase.

FORMATION OF PREPOSITION PHRASE



If the head word is a preposition + noun, it is called preposition phrase.

FORMATION OF GENITIVE PHRASE

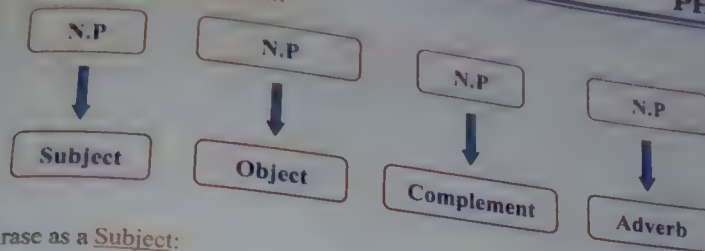


If the head word shows possession, it is called genitive phrase

UNIT -14

FUNCTIONS OF PHRASES FUNCTIONS OF NOUN PHRASE:

PHRASES



(i) Noun Phrase as a Subject:

Example: ^{NP}
(The man) entered the house.
S

(ii) Noun Phrase as an Object:

Example: He killed ^{NP}
(the man).
O

(iii) Noun Phrase as a Complement.

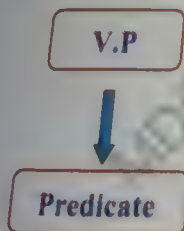
Example: His father is ^{NP}
(a doctor).
C

(iv) Noun Phrase as an Adverb.

Example: The man died ^{NP}
(last week).
A

FUNCTIONS OF VERB PHRASE:

A verb is the group of main verb and helping verbs within the predicate of a sentence.



Example: ^{VP}
He (will leave).
P

UNIT 14

FUNCTIONS OF ADJECTIVE PHRASE

Adj. P



Complement

- Adjective Phrase as Complement

Example: Tea is (very hot)

FUNCTIONS OF ADVERB PHRASE:

Adv. P



Adverbial

- Adverb Phrase as Adverbial

Adv. P

Example: They ran (very quickly)

FUNCTIONS OF PREPOSITION PHRASE:

P.P



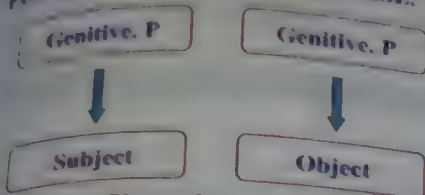
Adverbial

- Prepositional Phrase as an Adverbial

Example: She lives (in London)

UNIT -14

FUNCTION OF GENITIVE PHRASE.



PHRASES

► Genitive Phrase shows possession and can be used both as a Subject and Object:
 Example:

- GP
1) (Ali's) son came.
S
- GP
2) He met (Ali's) son.
O

FUNCTION OF INFINITIVE PHRASE.

1. SUBJECT

To err is human.

2. OBJECT

I want *to read* a book.

3. COMPLEMENT

He is *to go*.

4. ADJECTIVE

The best book *to understand* grammar is in your hand.

5. ADVERB

Marie walked *to breathe* in some fresh air.

FUNCTION OF GERUND PHRASE.

1. SUBJECT

Smoking cigarettes is injurious to health.

2. OBJECT

I don't like *smoking* in public.

3. COMPLEMENT

His bad habits is *staying awake* late at night.

FUNCTION OF PARTICIPLE PHRASE

1. MODIFIER

Peering over the top of his glasses, her tutor shook his head.

- The participle phrase *Peering* over the top of his glasses describes *her tutor*.

Cracked from top to bottom, the mirror was now ruined.

- The participle phrase *cracked* from the top to bottom describes *the mirror*.

15 UNIT

CLAUSES

INDEPENDENT AND DEPENDENT CLAUSES

A **Clause** is a group of words which must have at least one subject and one finite verb of its own. The subject of a clause can be written or understood, but the verb must be apparent. Clauses are mainly of two types:

- Independent Clause
- Dependent Clause

INDEPENDENT CLAUSE

- An Independent Clause functions on its own to make a meaningful sentence and looks much like a **regular sentence**.
- A Sentence may contain one or more independent clauses.
- In a sentence two independent clauses can be connected by the coordinators: (FANBOYS).

| F | A | N | B | O | Y | S |
|-----|-----|-----|-----|----|-----|----|
| for | and | nor | but | or | yet | so |

CLAUSE-1: I want to buy a phone.

CLAUSE-2: I don't have enough money.

I want to buy a phone, but I don't have money.

DEPENDENT CLAUSE

A **Dependent Clause** alone cannot form a complete sentence because it leaves the idea unfinished. It is also called subordinate clause. Consider the following example:

If you work hard,

The subject **YOU** and a predicate **WORK** hard make it a clause. But this clause alone can not form a complete sentence. It depends on another clause to form a complete and meaningful sentence.

Hence, it is called a **Dependent Clause**.

The **subordinators** do the work of connecting the dependent clause to another clause to complete the sentence. In each of the dependent clause, the first word is a **subordinator**. Subordinators include **relative pronouns**, **subordinating conjunctions**, and **noun clause markers**.

TYPES OF DEPENDENT CLAUSE

Subtypes of dependent clauses or embedded clause include:

- 1) Noun Clauses
- 2) Adjective Clauses
- 3) Adverbial Clauses.

UNIT -15

NOUN CLAUSE & ITS FUNCTIONS

CLAUSES

1. NOUN CLAUSE

A noun clause is also known as a "content clause". It provides content implied or commented upon by its main clause. A noun clause does the work of a noun. It can be:

- 1) Subject of a verb
- 2) Object of a verb
- 3) Object of a preposition
- 4) Complement of a verb / Adjective

FUNCTIONS OF NOUN CLauses

1. Subject of a verb:

- That he is here is appreciated. (Subject of *is*)

2. Object of a verb:

- I know he is here. (Object of *know*)

3. Object of a preposition:

- She laughed at what I had done. (Object of *at*)

4. Complement of a verb/Adjective:

- The fact is that he is a liar. (Complement of *is*)

- I am happy that she is here. (Complement of *happy*)

IDENTIFICATION OF NOUN CLauses

Some of the English words that introduce noun clauses are:

that, who, whoever, whether, why, what, how, when, and where.

Notice that some of these words also introduce relative and adverbial clauses.

A clause is a noun clause if it can be replaced by a pronoun (he, she, it, or they).

Examples:

WHEN

- I don't know [*when* he discovered it.]

WHERE

- I don't know [*where* he discovered it.]

WHY

- I don't know [*why* he discovered it.]

HOW

- I don't know [*how* he discovered it.]

WHO

- I don't know [*who* discovered it.]

WHOSE

- I don't know [*whose* discovery it was.]

WHOM

- I don't know [*whom* he discovered.]

WHICH

- I don't know [*which* he discovered.]

THAT

- I don't know [*that* he discovered it.]

UNIT - 15

WHETHER

WHAT

IF

If the word before the clause is **whether**, **what**, **if**, these clauses will be noun clauses.

ADJECTIVE CLAUSE

An adjective clause takes called **relative pronouns**. It tells which one or what kind of person or thing.

IDENTIFICATION OF ADJECTIVE CLAUSE

An adjective clause begins these words **who**, **whose**, **whom**, **which**, **that**, **where**, **when**, **why**.

Adjective clauses almost always come right after the noun they modify. These answer questions such as **who**, **whose**, **whom**, **which**, **that**, **where**, **when**, **why**.

- WHO** This is the boy **who** met you.
- WHOSE** This is the boy **whose** cat it is.
- WHOM** This is the boy **whom** you met.
- WHICH** This is the lion **which** we saw.
- THAT** This is the book **that** you read.
- WHEN** This is the time **when** we come.
- WHERE** This is the place **where** we met.

TYPES OF ADJECTIVE CLAUSES

The Adjective or Relative clause may be:

- **essential / restrictive / defining**
- **non - essential / restrictive / defining**

The punctuation of an adjective clause depends on whether it is essential (restrictive) or nonessential (non-restrictive) and uses commas accordingly.

ESSENTIAL CLAUSE

- An adjective clause is essential (restrictive or defining) if the information it contains is necessary to the meaning of the sentence. Essential clauses are **not set off with commas**.
- He is one of the boys **who stood first**.

NON - ESSENTIAL CLAUSE

- An adjective clause is non - essential (non-restrictive or non - defining) if the information it contains is not necessary to the meaning of the sentence. Non - essential clauses are set off with commas.
- One of the boys, **who stood first**, met me.

UNIT -15

FUNCTIONS OF ADJECTIVE CLAUSE

An Adjective Clause or a relative clause performs the following adjectival functions

- Noun Phrase Modifiers
- Noun Clause Modifiers
- Prepositional Phrase Modifiers

NOUN PHRASE MODIFIERS

This is the lion *that we saw in the zoo*.

NOUN CLAUSE MODIFIER

That we lost the match, *which is quite surprising*, disappoints me.

PREPOSITIONAL PHRASE MODIFIERS

This is the person *about whom I was talking*.

CLAUSES

ADVERB CLAUSE

- An adverbial clause is a dependent clause that functions as an adverb.
- That is, the entire clause modifies:
- a verb
- an adjective
- another adverb.

FUNCTIONS OF AN ADVERB CLAUSE

MODIFYING A VERB

- He performed *when his team needed*.

MODIFYING AN ADJECTIVE

- The team was happy *when he performed*.

MODIFYING ANOTHER ADVERB.

- He played nicely *when his team needed*.

IDENTIFICATION OF AN ADVERB CLAUSE

An Adverb clause begins with:

when, whenever, after, by the time, until, before, as soon as, till, where, since, as, because, for, as long as, while, so that, if, as if, though, although, yet, even though, as though, whereas, unless, in that case, under what condition, in case that, Provided that

TYPES OF AN ADVERB CLAUSE

Adverbial clauses are divided into several groups according to the actions or senses of their conjunctions. Following are the types of Adverb clauses.

- **TIME**
He came *when [night had fallen]*.
- **PLACE** (where, anywhere, everywhere)
He said he was happy *where [he was]*.
- **CONDITION** (if, unless, lest, provided that)
You can't succeed *if [you don't work hard]*.
- **PURPOSE** (in order to/that, so that, in case)
He works hard *so that [he may succeed]*.
- **REASON** (because, since, as, given)
He couldn't come *because [he was ill]*.
- **CONCESSION** (although, though, while)
He still loves her, *although [she was faithless]*.

UNIT -15

- **COMPARISON** (as, as, than, as)
She can speak as fluently as *his teacher does*.
- **MANNER** (Answering the question, "how")
You can do as *it you wanted to do it*
- **RESULT** (so, that, such, that)
He is such a liar *that nobody believes him*.

ADJUNCT

An adjunct is a modifying word, phrase or clause that does not structurally affect the remainder of the sentence, if removed or discarded.
I helped her *in the kitchen*.

ADNOMINAL ADJUNCT

the discussion before the game – before the game is an adnominal adjunct.

ADJECTIVAL ADJUNCT

very happy – very is an adjectival adjunct.

ADVERBIAL ADJUNCT

too loudly – too is an adverbial adjunct.

FUNCTIONS

FORMS AND DOMAINS

An adjunct can be:

Single word

She will leave *tomorrow*.

Phrase

She will leave *in the morning*.

Clause

She will leave *after she has had breakfast*.

DISJUNCT

A **disjunct** is the sentence **adverb** or sentence adverbial which modifies a clause or a sentence within a sentence rather than an adverb modifying a verb, an adjective or another adverb within a sentence.
Honestly, I didn't do it.

The term **disjunct** can be used to refer to any sentence element that is not fully integrated into the clausal structure of the sentence. Such elements usually appear peripherally (at the beginning or end of the sentence) and are set off from the rest of the sentence by a comma (in writing) and a pause (in speech)

Sometimes, the same word or phrase can be interpreted either as a disjunct or as a simple adjunct:

They seriously worked in a mine.

DISJUNCT MEANING:

I'm serious when I say that they worked in mine.

ADJUNCT MEANING:

They worked with seriousness...

16 UNIT

IDENTIFICATION OF POS

Name the part of speech to which each word belongs in the following sentence: (05)

| | | | | |
|---------|----------|--------|-------------|---------|
| I | expected | better | to | him |
| Pronoun | Verb | Noun | Preposition | Pronoun |

Name the part of speech to which each word belongs in the following sentence: (05)

| | | | | |
|---------|------|---------|-----------|--------|
| She | gave | a | little | laugh. |
| Pronoun | Verb | Article | Adjective | Noun |

Name the part of speech to which the underlined word belongs to, in the following sentences?

1. A blind man is no judge of colours. Adjective Preposition
2. Every cloud has a silver lining. Noun/Noun
3. Nip the evil in the bud. Verb/Noun
4. Ah, I already knew it. Interjection Adverb
5. It is hard work but he is determined to work hard. Adjective/Adverb

Say whether the underlined word, in the following sentences, is noun, verb, adjective, adverb or preposition.

1. He spoke very Softly. Adverb
2. He came before the appointed time. Preposition
3. He behaved well. Adverb
4. They polish their shoes daily. Verb
5. Wisdom is not for sale. Noun

What part of speech is the each of the word in the following sentences.

- i. Whoever acts contrary to nature does not go unpunished.

| | | | | | | | | | |
|---|---------|------|-----------|-------|--------|------|------|------|------------|
| I | Whoever | acts | contrary | to | nature | does | Not | go | unpunished |
| | pronoun | verb | adjective | prep. | noun | verb | adv. | verb | adjective |

- ii. The accident resulted in the death of five people.

| | | | | | | | | |
|---------|----------|----------|-------|---------|-------|-------|------|--------|
| The | accident | resulted | in | the | death | of | five | people |
| Article | Noun | verb | prep. | article | noun | prep. | adj. | noun |

UNIT -16

IDENTIFICATION OF POS

iii. The Atlantic Ocean separates European from America

| | | | | | | |
|---------|-----------|-------|-----------|----------|------|---------|
| The | Atlantic | ocean | separates | European | from | America |
| article | adjective | noun | verb | noun | prep | noun |

iv. Industry is the key to success.

| | | | | | |
|----------|------|---------|------|------|---------|
| Industry | is | the | key | of | success |
| noun | verb | article | noun | prep | noun |

v. He is too miserly to spend his money.

| | | | | | | |
|-------|------|---------|------------|-------------------|------------|-------|
| He | is | too | miserly | to spend | his | money |
| proun | verb | adverb. | adjective. | infinitive (verb) | adjective. | noun |

IDENTIFICATION TOOLS

According to the classical division, there are eight parts of speech. (NAP VAPCI)

| | | | | | | | |
|---|--------|---|-------------|---|-------------|---|--------------|
| 1 | Noun | 2 | Adjective | 3 | Pronoun | 4 | Verb |
| 5 | Adverb | 6 | Preposition | 7 | Conjunction | 8 | Interjection |

But, the modern grammarians include determiners among parts of speech. Determiners are the words like: **a, an, the, this, that, these, those, each, every, any, some, my, one, two,** etc.

Definition Name of person, place or thing is called noun.

Examples: - Amir, Lahore, Notes. Etc.

IDENTIFICATION OF NOUN

Nouns can be identified in different ways such as ending letters, placement and function.

1. By ending letters

Generally, Nouns end at **tion, sion, ment, ing**

Examples: Station, Revision, Refreshment, Smoking,

2. By Placement

We can also identify the Nouns by their placements (position) in the sentence.

➤ Noun may be used in the beginning of a sentence

Example: - Smoking is a bad habit.

➤ Nouns may be used at the end of the sentence.

Example: - The doctor forbade smoking

UNIT -16

The words written after my
Example: She minded my

1. By Function

Nouns can be identified by the
1. Subject.
As an object.
As a complement.
Showing Possession

ADJECTIVE

Definition

The word that we use to
adjective.
Examples: - Good, In

IDENTIFICATION

Adjectives can be identified

1. By the ending letters

Generally, Adjectives

Examples: Colours

2. By the placement

Generally, an adjective

Example: Bre

➤ Adjective may

Example: It

➤ Adjectives may

Example: I

➤ After an ob

Example:

➤ The word

Example:

Definition

The word u

IDENTIFICATION

➤ I, we, y

➤ Prono

with t

KETS - I

UNIT -16

IDENTIFICATION OF POS

➤ The words written after my, our, your, their, his, her, its, are nouns.
Example: - She minded my coming late

3. By Function

Nouns can be identified by the function they perform in the sentence.

- | | | |
|----------------------|------------|--------------------------|
| ➤ As a Subject | Example: - | The children are playing |
| ➤ As an object | Example: - | He teaches the students. |
| ➤ As a complement | Example: - | He is a teacher. |
| ➤ Showing Possession | Example: - | This book is Ali's. |

ADJECTIVE

Definition

The word that we use before or after noun to describe or add meaning to noun is called an adjective.

Examples: - Good, Interesting etc.

IDENTIFICATION OF ADJECTIVES

Adjectives can be identified in the following ways:

1. By the ending letter.

Generally, Adjectives end at ive, ic, able, ous, less, ful, en, ing

Examples: Collective, fantastic, Readable, Luxurious, careless, beautiful, written, interesting.

2. By the placement in the sentence.

➤ Generally, an adjective is written before a noun.

Example: Breaking News

Adj N

➤ Adjective may be used after the noun to lay stress.

Example: It was the movie worth watching.

N Adj

➤ Adjectives may be used after the certain verbs as a complement.

Example: He is happy.

V Adj

➤ After an object

Example: I found the movie interesting.

Obj Adj

➤ The word after article (a, an, the) may be Noun or Adjective.

Example: The best book.

Adj N

Definition

The word used in place of noun is called pronoun.

IDENTIFICATION OF PRONOUN

➤ I, we, you, they, he, she, it, me, mine, ours, yours, theirs, them, him, her, are pronouns.

➤ Pronouns may be identified by their position or placement in the sentence this, I explain with the help of diagram.

IDENTIFICATION OF POS

UNIT -16

Note: The words before and after VERB can be pronouns

Examples: I who teaches you

II) Whom do you love

Note: The words that answer Question words "who" and "whom" may be pronouns

Example: Somebody supposed everybody
Who Verb Whom

VERB

Definition

The word used to express an action or state called verb.

Examples: jump, is etc.



IDENTIFICATION OF VERB

Verb can be identified with the help of following ways:

1. By ending letters

Generally, a verb ends at s, sh, ch, x, o, z, iate, ed, en, ing,

Examples: miss, finish, catch, fix, initiate, walked, strengthen, moving.

2. By Placement

Generally, the first word of a predicate is verb.

| SUBJECT | PREDICATE |
|---------|---------------------------|
| He | Teaches us English daily. |

- Verb includes all the four forms, Helping and Model verbs.
- The word after "to" may a verb. e.g To err is human.

UNIT -16

ADVERB

IDENTIFICATION OF POS

Definition

It is a qualifying word used to explain verb or an adjective or another adverb is called an adverb.

Examples: -

- (i) Juliet runs **quickly**.
 - (ii) Susan prepared a **very** delicious fruit dish.
 - (iii) He played **very well**.
- The words in bold are adverbs.

IDENTIFICATION OF ADVERB

1. By ending letters

➤ Generally, Adverb of Manner ends at "ly" e.g Nicely, loudly

Note: - After verbs of senses (see, sound, smells, touch, taste), **ly** is not used.

2. By placement

Generally, Adverbs are written after verb but this position doesn't remain same all the times.

Examples: - i) He went down. ii) This pen write better.
v Ad v Ad

➤ There are some other words that may be used as an adverb:
always, often, never, seldom, ever, perhaps, quite, too, just, almost, rather, enough, very, so.

3. By question words

The words that answer the question words such as **how, where, when** etc. may be adverbs.

Example: - He welcomed us warmly there yesterday.
How? Where? When?

PREPOSITION

Definition

The word use to describe relation, position or function of things is called preposition.

Examples: - in, on, at, to, for, between, among, up, below, under, over, into, onto, upon, with.

IDENTIFICATION OF PREPOSITION

Generally the word before Noun or Pronoun may be preposition.

Examples: - i) This is good about Ali.
Prep N
ii) This is good about him.
Prep Pron

UNIT -16

CONJUNCTION

Definition

The word used as connector is called conjunction

Example: - You and I are fast friends.

IDENTIFICATION OF CONJUNCTION

Following are words that may be called conjunctions

both, and, but, still, yet, however, therefore, for, so, or, nor, until, when, before, unless, because, whether, if, that, after, although, as if.

INTERJECTION

The word that expresses a sudden and unexpected feeling is called an interjection

Examples: - Hurrah!, Alas!, Vow!, What a!, Bravo! Well done!

Words with more than one job

Name the underlined parts of speech in the following sentences:

1. I have been working all day. Adjective
2. All is not lost yet. Pronoun
3. Do you live all alone? Adverb
4. All of them were found guilty. Pronoun

Name the underlined parts of speech in the following sentences:

1. Sit down and rest a while. Noun
2. I will watch while you sleep. Conjunction
3. They while away their evenings with books and games. Verb
4. He kept the fast for a week. Noun
5. Muslims fast in the month of Ramzan. Verb

Many words in English can have more than one job, or be more than one part of speech. For example, "work" can be a verb and a noun; "but" can be a conjunction and a preposition; "well" can be an adjective, an adverb and an interjection. In addition, many noun can act as adjectives.

To analyze the part of speech, ask yourself: "What **job** is this word doing in this sentence?"

In the table on the right you can see a few examples, Of course, there are more, even for some of the words in the table. In fact, if you look in a good dictionary you will see that the word but has six jobs to do such as: **Verb, noun, adverb, pronoun, preposition and conjunction!**

The following are some of the most important words, which may belong to different parts of speech according to the way in which they are used.

| |
|------|
| WORD |
| WORK |
| BUT |
| WE |

THE SA

WORD

Many v

examp

"well"

adjec

To a

In t

son

wo

co

T

UNIT -16

Note: Always remember that it is the function or use that determines to which part of speech a word belongs in a given sentence.

IDENTIFICATION OF POS

| WORD | PART OF SPEECH | EXAMPLE |
|------|----------------|---------------------------------------|
| WORK | noun | My work is busy |
| | verb | I work in London |
| BUT | conjunction | John came but Mary didn't come |
| | preposition | Everyone came but Marry |
| WELL | adjective | Are you well ? |
| | adverb | She speaks well |
| | interjection | Well! That's expensive! |

THE SAME WORD USED AS DIFFERENT PART OF SPEECH

WORDS WITH MORE THAN ONE JOB

Many words in English can have more than one job, or be more than one part of speech. For example, "work" can be a verb and a noun; "but" can be a conjunction and a preposition; "well" can be an adjective, an adverb and an interjection. In addition, many noun can act as adjectives.

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Note: Always remember that it is the function or use that determines to which part of speech a word belongs in a given sentence.

UNIT -16

IDENTIFICATION OF POS

| | | |
|---------------|-------------|--|
| BETTER | Adjective | I think yours is a better plan. |
| | Adverb | I know better . |
| | Noun | Give place to your better . |
| | Verb | I will better my work. |
| BOTH | Adjective | You cannot have it both ways. |
| | Pronoun | Both of them are dead. |
| | Conjunction | Both the cashier and accountant are Hindus. |
| | Adverb | It is but (=only) right to admit our faults. |
| BUT | Preposition | None but (= except) the brave deserves the fair. |
| | Conjunction | We tried hard, but did not succeed. |
| | Relat. pron | There is no one but likes him (=who does not like him.) |
| | Noun | Let's have no buts about it. |
| DOWN | Adverb | Down went the man. |
| | Preposition | The fire engine came rushing down the hill. |
| | Adjective | The porter was killed by the down train. |
| | Noun | He has seen the ups and downs of life. |
| EITHER | Verb | Down with the tyrant! |
| | Adjective | Either bat is good enough. |
| | Pronoun | Ask either of them. |
| | Conjunction | He must either work or starve. |
| ELSE | Adjective | I have something else for you. |
| | Adverb | Shall we look anywhere else ? |
| | Conjunction | Make haste, else you will miss the train. |
| ENOUGH | Adjective | There is time enough and to spare. |
| | Adverb | You know well enough what I mean. |
| | Noun | I have had enough of this. |
| EVEN | Adjective | The chances are even . |
| | Verb | Let us even the ground. |
| | Adverb | Does he even suspect the danger? |
| EXCEPT | Verb | If we except Ali, all are to be blamed. |
| | Preposition | All were present except Ali. |
| | Conjunction | I will not let them go except (= unless) you ask me. |
| FOR | Preposition | I can shift for myself. |
| | Conjunction | Give thanks unto the Lord; for He is good. |
| LESS | Adjective | You are paying less attention to your studies. |
| | Adverb | The population of Pakistan is less than that of China. |
| | Noun | He won't be satisfied with less . |
| | Preposition | A salary of 30,000 less tax and insurance. |

UNIT -16

IDENTIFICATION OF POS

| | | |
|----------------|-------------|---|
| LIKE | Adjective | They are men of like build and nature. |
| | Preposition | Do not talk like that. |
| | Adverb | Like as a father pitied his own children. |
| | Noun | We shall not see his like again. |
| | Verb | Children like sweets. |
| | Conjunction | I didn't turn out like (as well as) I intended. |
| LITTLE | Adjective | There is little danger in going there. |
| | Noun | Man wants but little here below. |
| | Adverb | He eats very little . |
| MORE | Adjective | We want more men like him. |
| | Pronoun | More of us die in bed than out of it. |
| | Adverb | You should talk less and work more . |
| MUCH | Adjective | There is much sense in what he says. |
| | Pronoun | Much of it is true. |
| | Adverb | He boasts too much . |
| NEAR | Adverb | Draw near and listen. |
| | Preposition | His house is near the Masque. |
| | Adjective | He is a near relation. |
| | Verb | The time near s. |
| NEEDS | Noun | My needs are few. |
| | Verb | It needs to be done with care. |
| | Adverb | He needs must come. |
| NEITHER | Conjunction | Give me neither poverty nor riches. |
| | Adjective | Neither accusation is true. |
| | Pronoun | It is difficult to negotiate where neither will trust. |
| NEXT | Adjective | I shall see you next Monday. |
| | Adverb | What next ? |
| | Preposition | He was sitting next to her. |
| | Noun | I shall tell you more about it in my next . |
| NO | Adjective | It is no joke. |
| | Adverb | He is no more. |
| | Noun | I will not take a no . |
| ONCE | Adverb | I was young once . |
| | Conjunction | Once he hesitates we have him. |
| | Noun | Please help me for once . |
| ONE | Adjective | One day I met him in the street. |
| | Pronoun | The little one cried for joy. |
| | Noun | One would think he was mad. |

UNIT -16

ONLY

OVER

RIGHT

ROUND

SINCE

S

S

UNIT -16

IDENTIFICATION OF POS

| | | |
|-------|----------------|--|
| ONLY | Adverb | I was his only chance. |
| | Conjunction | He was only foolish. |
| OVER | Adverb | Take what I have, only don't let me go. |
| | Adverb | Read it over carefully. |
| | Preposition | In over he took three wickets. |
| RIGHT | Adverb | At thirty , a change came over him. |
| | Adjective | That is a fault that will right itself. |
| | Noun | He is the right man for the position. |
| | Adverb | I ask it as a right . |
| ROUND | Adjective | He stood right in my way. |
| | Noun | A square peg in a round hole. |
| | Adverb | The evening was a round of pleasures. |
| | Preposition | He came round to their belief. |
| | Verb | The earth revolves round the sun. |
| SINCE | Preposition | We shall round the city. |
| | Conjunction | Since that day I have not seen him. |
| | Adverb | Since there's no help, come, let us go away. |
| SO | Adverb | I have not seen him since . |
| | Conjunction | I am so sorry. |
| SOME | Adjective | He was poor, so they helped him. |
| | Pronoun | We must find some way out of it. |
| | Adverb | Some say one thing and others another. |
| STILL | Adverb | Some thirty boys were present. |
| | Verb | With his name the mother's still their babies. |
| | Adjective | Still water run deep. |
| | Noun | Her sobs could be heard in the still of night. |
| SUCH | Adverb | He is still in business. |
| | Adjective | Don't be in such a hurry. |
| | Pronoun | Such was not my intention. |
| THAT | Demonst. Adj. | What is that noise? |
| | Demonst. Pron. | That is what I want. |
| | Adverb | I have done that much only. |
| | Relative Pron. | The evil that men do lives after them. |
| THE | Conjunction | He lives so that he may eat. |
| | Def. Article | The cat loves comfort. |
| | Adverb | The wiser he is the better. |
| TILL | Preposition | Never put off till tomorrow what you can do to-day. |
| | Conjunction | Do not start till I give the word. |
| UP | Adverb | Prices are up . |
| | Preposition | Let us go up the hill. |
| | Adjective | The next up train will leave here at 12:30. |
| | Noun | They had their ups and downs of life. |

UNIT -16

IDENTIFICATION OF POS

| | | |
|-------|---------------|---|
| WELL | Noun | I let well alone |
| | Adjective | I hope you are now well |
| | Adverb | Well begun is half done. |
| WHAT | Interjection | Well, who would have thought it? |
| | Interrogative | What evidence have you got. |
| | Adjective | What! You don't mean to say so? |
| | Interjection | What does he want? |
| | Pronoun | Give me what you can. |
| | Relative | What by fire and what by sword, the country was laid waste. |
| WHILE | Pronoun | What by fire and what by sword, the country was laid waste. |
| | Adverb | What by fire and what by sword, the country was laid waste. |
| | Conjunction | What by fire and what by sword, the country was laid waste. |
| WHY | Noun | Sit down and rest a while. |
| | Verb | They while away their evenings with books and games. |
| | Inter. Adverb | While a great poet, he is a greater novelist. |
| | Relative. Adv | Why did you do it? |
| YET | Interjection | Why, it is surely you! |
| | Noun | I know the reason why he did it. |
| | Adverb | Why, it is surely you! |
| YET | Noun | Why, it is surely you! |
| | Conjunction | Why, it is surely you! |
| YET | Noun | This is not the time to go into the why. |
| | Adverb | There is more evidence yet to be offered. |
| YET | Noun | There is more evidence yet to be offered. |
| | Conjunction | He is willing, yet unable. |

17 UNIT

ACTIVE AND PASSIVE VOICE

ACTIVE & PASSIVE VOICE

VOICE

The voice of a verb describes the relationship between the action that the verb expresses and the participants (subject and object).

When the subject is the doer of the action, the verb is in the active voice

When the subject is the recipient of the action, the verb is said to be in the passive voice

Why Passive voice ____ at all?

(1) We don't know the agent.

The minister was killed.

(2) We want to avoid mentioning the agent.

The rubbish hasn't been collected.

(3) When the agent is understood.

The thief has been caught.

(4) When the agent is vague.

One, some body, we, you, they, people, we

While changing Active Voice into Passive Voice, we observe the following changes:

- 1) The object of the Active Voice sentence starts the Passive Voice sentence.
- 2) Use of Passive Voice Helping Verbs with The Past Participle (the 3rd Form of verb)
- 3) The Subject of the Active Voice sentence is written at the end of the Passive Voice sentence with a "by + the objective case".

ACTIVE AND PASSIVE VOICE

ACTIVE: Ali teaches English.



PASSIVE: English is taught by Ali.

Ali teaches English.

English is taught by Ali.

In this example, the subject and object both are nouns. But, these may be pronouns also. While changing the places of object and subject, we should change the cases of pronouns.

ACTIVE AND PASSIVE VOICE

UNIT -17

CHANGE IN CASES OF PRONOUNS

| Person | Subjective Case | | Objective Case |
|-----------------|-----------------|---|----------------|
| 1 st | I | ← | me |
| | We | ← | us |
| 2 nd | You | ← | you |
| | They | ← | them |
| 3 rd | She | ← | her |
| | He | ← | him |
| | It | ← | it |

CHANGE OF PRONOUNS (Objective case into Subject case)

I ← **me**

Ali teaches me. ACTIVE

I am taught by Ali. PASSIVE

We ← **us**

Ali teaches us. ACTIVE

We are taught by Ali. PASSIVE

You ← **you**

Ali teaches you. ACTIVE

You are taught by Ali. PASSIVE

UNIT -17

ACTIVE AND PASSIVE VOICE

He **him**
Ali teaches him ACTIVE

He is taught by Ali. PASSIVE

She **her**
Ali teaches her. ACTIVE

She is taught by Ali. PASSIVE

It **it**
Ali teaches it. ACTIVE

It is taught by Ali. PASSIVE

They **them**
Ali teaches them ACTIVE

They are taught by Ali. PASSIVE

UNIT -17

ACTIVE AND PASSIVE VOICE

SUBJECT INTO BY + OBJECTIVE CASE

| Person | Subjective Case | | Objective Case |
|-----------------|-----------------|---|----------------|
| 1 st | I | → | by + me |
| | We | → | by + us |
| 2 nd | You | → | by + you |
| | They | → | by + them |
| 3 rd | She | → | by + her |
| | He | → | by + him |
| | It | → | by + it |

CHANGE OF PRONOUNS

(Subjective case into by + Objective case)

I → **By + me**

I teach Ali. ACTIVE

Ali is taught by me. PASSIVE

We → **by + us**

We teach Ali. ACTIVE

Ali is taught by us. PASSIVE

You → **by + you**

You teach Ali. ACTIVE

Ali is taught by you. PASSIVE

UNIT -17

He

He teaches Ali.

Ali is taught

She

She teaches

Ali is taught

It

It teaches

Ali is

Th

They

Ali

UNIT -17

ACTIVE AND PASSIVE VOICE

He



by + him

He teaches Ali.

ACTIVE

Ali is taught by him.

PASSIVE

She



by + her

She teaches Ali.

ACTIVE

Ali is taught by her.

PASSIVE

It



by + it

It teaches Ali.

ACTIVE

Ali is taught by it.

PASSIVE

They



by + them

They teach Ali.

ACTIVE

Ali is taught by them.

PASSIVE

UNIT -17

ACTIVE AND PASSIVE VOICE

CHANGE OF TENSES

| Tense | Simple (Active) | | Simple (Passive) |
|---------|-----------------------------|---|---------------------------|
| Present | v-i + s/es do, does+ v-i | → | is, am, are + v-iii |
| Past | V-ii did + v - i | → | was / were + v-iii |
| Future | shall + will + v-i | → | shall / will + be + v-iii |

Present v-i + s/es do, does+ v-i → Simple (Passive)

Examples

The boys play hockey. Active
Hockey is played by the boys. Passive
Ali teaches English. Active
English is taught by Ali. Passive
The boy does not play hockey. Active
Hockey is not played by the boy. Passive

Past V-ii did + v - I → was / were + v-iii

Examples

Ali taught English. Active
English was taught by Ali. Passive
The boys did not play hockey. Active
Hockey was not played by the boys. Passive

Future shall / will + v-I → shall / will + be + v-iii

Examples

The girl will sing a song. Active
A song will be sung by the girl. Passive

| Tense | Continuous (Active) | | Continuous (Passive) |
|---------|------------------------------|---|--------------------------------------|
| Present | is / am / are + v - ing | → | is / am / are + being + v-iii |
| Past | was / were + v - ing | → | was / were + being + v-iii |
| Future | shall / will be + v - ing | → | shall / will + be + being + v-iii |

UNIT -17

Present

Examples
Ali is teaching English.
English is being taught.
The boys are not playing.
Hockey is not being played.

Past

Examples
The girl was singing.
A song was being sung.

| Tense |
|---------|
| Present |
| Past |
| Future |

Present

Examples

The boy has ...
The toy has ...
The student has ...
The notes have ...

Past

Example

The teacher was ...
The prize was ...

UNIT -17

ACTIVE AND PASSIVE VOICE

Present is / am / are + v-ing → is / am / are + being + v-iii

Examples

Ali is teaching English.
English is being taught by Ali.
The boys are not playing hockey.
Hockey is not being played by the boys.

Active
Passive
Active
Passive

Past was / were + v-ing → was / were + being + v-iii

Examples

The girl was singing a song.
A song was being sung by the girl.

Active
Passive

| Tense | Perfect (Active) | | Perfect (Passive) |
|---------|-----------------------------------|---|--|
| Present | has / have + v - iii | → | has / have been + v - iii |
| Past | had + v - iii | → | Had + been + v-iii |
| Future | shall have / will have + v-iii | → | Shall have / will have + been + v-iii |

Present has / have + v - iii → has / have been + v - iii

Examples

The boy has broken the toy.
The toy has been broken by the boy.
The students have purchased the notes.
The notes have been purchased by the students.

Active
Passive
Active
Passive

Past had + v - iii → Had + been + v-iii

Examples

The teacher had announced the prize.
The prize had been announced by the teacher.

Active
Passive

| Tense | P. Continuous (Active) | | P. Continuous (Passive) |
|---------|---|---|---|
| Present | has been / have been + v-ing | → | has been / have been + + being + v-iii |
| Past | had been + -ing form | → | had + been + being + v-iii |
| Future | shall have been / will have been + -ing form | → | Shall have been / will have been + being + v-iii |

ACTIVE AND PASSIVE VOICE

UNIT -17

CHANGE OF MODAL VERB

| (Active) | | (Passive) |
|-------------------------------|---|--|
| can, could | → | can, could + be + v-iii |
| may, might, must | → | may, might, must+ be + v-iii |
| will, shall, would, should | → | will, shall, would, should + be + v-iii |

(ACTIVE)

can, could

The crane can lift heavy weight.
The old man could catch the fish.

(PASSIVE)

can, could + be + v-iii

Heavy weight can be lifted by the crane.
The fish could be caught by the old man.

may, might, must

The girls may sing a song.
The farmer might kill the snake.

may, might, must+ be + v-iii

A song may be sung by the girls.
The snake might be killed by the farmer.

will, shall, would, should

The students should attend the lecture.
The cat would kill the rat.

will, shall, would, should + be + v-iii

The lecture should be attended by the students.
The rat would be killed by the cat.

"To" of active voice

He is to write an essay.
I am to write an essay
You are to write an essay.
She was to write an essay.

is followed by "to be + v-iii"

An essay is to be written by him.
An essay is to be written by me.
An essay is to be written by you.
An essay was to be written by her.

"To" of active voice

They were to write an essay.
He has to write an essay.
They have to write an essay.
He had to write an essay.

is followed by "to be + v-iii"

An essay was to be written by them.
An essay has to be written by him.
An essay has to be written by them.
An essay had to be written by him.

"To" of active voice

He will have to write an essay.
I shall have to write an essay.
He used to write an essay.
They ought to help the poor.

is followed by "to be + v-iii"

An essay will have to be written by him.
An essay will have to be written by me.
An essay used to be written by him.
The poor ought to be helped by them.

CHANGE OF INTERROGATIVES INTERROGATIVE IN PASSIVE

1. Question with helping verb
2. Question with modal verb
3. Question with who

UNIT -17

ACTIVE AND PASSIVE VOICE

INTERROGATIVE WITH HELPING VERBS

- 1 Like Active Voice, the place of helping verbs in the Passive Voice remains in the beginning; it means **only the helping verbs are changed but their place is not changed**.
- 2 Are, am, is, was, were, **take only being** after them in the Passive Voice.
- 3 (Has, have, had, **take only been** after them in the Passive Voice.
- 4 Modal verbs (can, could, may, might, will, shall, would, should, must, ought to **take only be** after them in Passive Voice.

INTERROGATIVE WITH HELPING VERBS

| | |
|---|---------|
| Do you draw a map? | Active |
| Is a map drawn by you? | Passive |
| Was she getting pass marks? | Active |
| Were pass marks being got by her? | Passive |
| Will you have locked the house? | Active |
| Will the house have been locked by you? | Passive |

INTERROGATIVE WITH MODAL VERBS

| | |
|--|---------|
| Can the crane lift heavy weight? | Active |
| Can heavy weight be lifted by the crane? | Passive |
| Could the old man catch the fish? | Active |
| Could the fish be caught by the old man? | Passive |
| May the girls sing a song? | Active |
| May a song be sung by the girls? | Passive |

While changing the active voice interrogative

- 1) Who is changed into **by whom**.
- 2) Passive voice **helping verbs**.
- 3) The **third form** of verb.

Example with "Who"

| | |
|------------------------------------|---------|
| Who opens the door? | Active |
| By whom is the door opened? | Passive |

Example without "Who":

| | |
|--------------------------------|---------|
| When will you call him? | Active |
| When will he be called by you? | Passive |

CHANGE OF IMPERATIVE

THE IMPERATIVE IN VOICE

The sentence that shows some command etc. is called an imperative sentence. Generally an imperative sentence begins with the first form of verb. To change an Active Imperative into Passive Imperative, we use the following steps:

- 1) Let is used in the beginning.
- 2) Objective case.
- 3) Be
- 4) The third form of verb.

ACTIVE AND PASSIVE VOICE

UNIT -17

THE IMPERATIVE IN VOICE

| | |
|--------------------------|---------|
| Open the door. | Active |
| Let the door be opened. | Passive |
| Learn this poem. | Active |
| Let this poem be learnt. | Passive |
| Do it. | Active |
| Let it be done. | Passive |

THE IMPERATIVE NEGATIVE

We can change active imperative negative into passive voice in three different way:

- Don't open the door.
- 1) Don't + let + object + be + v-iii.
Don't let the door be opened.
 - 2) Let not + object + be + v-iii.
Let not the door be opened.
 - 3) Let + object + not + be + v-iii.
Let the door not be opened.

THE IMPERATIVE IN VOICE

| | |
|-------------------------------|---------|
| Don't open the door. | Active |
| Don't let the door be opened. | Passive |
| Don't learn this poem. | Active |
| Let not this poem be learnt. | Passive |
| Don't do it. | Active |
| Let it not be done. | Passive |

PREPOSITION IN VOICE

Before person, we use by whereas, before things we use with.

| | |
|---|---------|
| The painting covered the hole. | Active |
| The hole was covered with the painting. | Passive |
| A farmer killed a snake. | Active |
| A snake was killed by a farmer. | Passive |

If there is some preposition after the verb, preposition remains attached to the verb in the passive voice.

| | |
|---|---------|
| We should look after the orphans. | Active |
| The orphans should be looked after by us. | Passive |
| The rich laughed at the poor. | Active |
| The poor were laughed at by the rich. | Passive |

TWO OBJECTS IN VOICE

If the sentence has both the direct object (things) and indirect object (person), we can make the sentences in two ways:

1) With Indirect Object:

- 1- Write the indirect object (some person).
- 2- Passive Voice Helping Verb.
- 3- Third form of verb.
- 4- Direct object (some thing).
- 5- By + objective case

UNIT -17

CHANGE WITH

Ali teaches us English.
We are taught English.
He gave me gifts.
I was given gifts by him.
I sent you message.
You were sent message.

1- CHANGE WITH

- 1- Write the direct object.
- 2- Passive Voice
- 3- Third form of verb.
- 4- to + direct object
- 5- By + objective case

Ali teaches us English.
English is taught by Ali.
He gave me gifts.
Gifts were given to me by him.
I sent you message.
Messages were sent to you by me.

SPECIAL CASE

SUBJECT + VERB
• We watched the play.
In these cases

- 1) First of all
The play was watched by us.
- 2) Omit by + person
The play was watched.
- 3) Verb-I is
The play was watched.

SUBJECT

↓
We

(The play)

UNIT -17

ACTIVE AND PASSIVE VOICE

CHANGE WITH INDIRECT OBJECT

| | |
|-------------------------------|---------|
| Ali teaches us English. | Active |
| We are taught English by Ali. | Passive |
| He gave me gifts. | Active |
| I was given gifts by him. | Passive |
| I sent you messages. | Active |
| You were sent messages by me. | Passive |

1- CHANGE WITH DIRECT OBJECT:

- 1- Write the direct object (some thing).
- 2- Passive Voice Helping Verb.
- 3- Third form of verb.
- 4- to + direct object (some one).
- 5- By + objective case

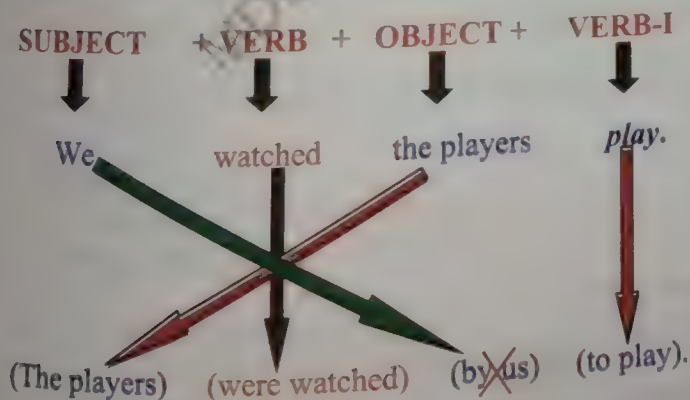
| | |
|----------------------------------|---------|
| Ali teaches us English. | Active |
| English is taught to us by Ali. | Passive |
| He gave me gifts. | Active |
| Gifts were given to me by him. | Passive |
| I sent you messages. | Active |
| Messages were sent to you by me. | Passive |

SPECIAL CASES IN VOICE

SUBJECT-VERB-OBJECT VERB-I

- We watched the players play.
- In these expressions:

- 1) First of all change the S-V-O according to the rules of basic passive voice.
The players were watched. (by us)
- 2) Omit by + subject
The players were watched.
- 3) Verb-I is changed into to + v-i
The players were watched to play.



ACTIVE AND PASSIVE VOICE

UNIT -17

TO + VERB - I

If there is no object

If there is no object after to + v-i, this expression remains unchanged.

They told us to write. Active
We were told to write. Passive

Note: You might have noticed that there is no object after the expression **to write**, that's why it remains unchanged in the passive voice. We omit **by + subject** in such sentences.

If there is an object

- 1) We divide the sentence into two parts:
She wished **me** to write a poem.
- 2) Omit the object in the first part:
She wished to write a poem
- 3) Write the object of second part in the first part:
She wished a poem to write
- 4) Change the active infinitive (to + v-i) into passive infinitive (to be + y-iii):
She wished a poem to be written.

NOTE:

Omit **by + subject** in sentences like this:

She wished me to write a poem. Active
She wished a poem to be written. Passive

Note: This rule is also applicable to some other verbs like: want, love, like, etc.

THE VERB ADVISE

EXAMPLE

1. They advised to complete the work.
2. They advised completing the work.

You might have noticed that the second part of such sentences can be in two forms:

- a) to + V-I +
- b) V + ing +

If there is a verb like advise in the first part of sentence, we follow the following steps:

- 1) The first part remains unchanged.
They advised.
- 2) Use **that** to join both parts.
They advised that
- 3) The object of the second part:
They advised that the work.
- 4) Should be + V-III
They advised that the work should be completed.

They advised completing the work.

They advised that the work should be completed. Active
Passive

UNIT -17

Note:

this rule is also applicable to
insist, propose, recommend

THE VERB SAY

If there is a verb like

- 1) Break the sentence into two parts.
People say
- 2) The first part remains unchanged.
sense of the sentence.
It is said

Note:-

This rule is also applicable to
know, suppose

THE CONDITIONAL SENTENCE

These sentences are

- 1) If part
- 2) the other part

Example:

- 1) General conditional sentence
(S + V)
- 2) The other part

If she comes

If she comes

By + subject

THE

A conditional sentence

depends on the condition

clause

Not

General

Example

The

The

The

The

The

The

The

The

UNIT -17

ACTIVE AND PASSIVE VOICE

Note:
this rule is also applicable to the other verbs such as: *agree, advise, arrange, decide, demand, insist, propose, recommend, suggest, etc.*

THE VERB SAY

If there is a verb like **say** in the first part of the sentence:

- 1) Break the sentence into two parts:
People **say** that he is a Wali.
- 2) The first part of sentence is changed into it is /was /will be +V-III (depending upon the sense of the verb in the first part)
It is said that he is Wali.

Note:-

This rule is also applicable to: *assume, believe, find, claim, estimate, think, understand, know, suppose, say, report etc.*

THE CONDITIONAL SENTENCES

These sentences have two parts:

- 1) If part
- 2) the other part after comma

Example: If she comes, I shall welcome her.

- 1) Generally the **if** -part of sentence is not changed into passive voice If she comes.
- 2) The other part of the sentence is changed according to the rules of basic passive voice. (S+V+O).

If she comes, I shall welcome her. (A.V)

If she comes, She will be welcomed. (P.V)

By + subject is omitted.

THE COMPLEX SENTENCES

A complex sentence is a sentence that contains an **independent clause** and one or more **dependent clauses**. An independent clause can stand alone as a sentence, but a dependent clause even though it has a subject and a verb cannot stand alone.

Note:

Generally the **time clause** is not changed into passive voice.

Example:

They had won the match **when** I reached. Active

The match had been won **when** I reached. Passive

INTRANSITIVE VERBS

- 1) There are a few **Intransitive verbs** which, even in Active form, are sometimes used in a Passive sense; as,

ACTIVE AND PASSIVE VOICE

UNIT -17

Example:

At least, the play reads well. (A.V)
 At least, the play affects the reader when it is read. (P.V)
 The rose smells sweet. (A.V)
 The rose is sweet when it is smelt. (P.V)
 Mangoes taste sour. (A.V)
 The mangoes are sour when they are tasted. (P.V)

Verbs of Liking, Wishing, Wanting, Loving + Object + Infinitive.
 We form their Passive with the passive infinitive:

I want someone to take photographs. (A.V)
 I want photographs to be taken. (P.V)

Verbs of Liking/Wishing/Wanting/Loving + Indirect object + Infinitive.
 We form the passive by using the passive form of the main verb.

Example:
 He invited me to go. (A.V)
 I was invited to go. (P.V)

Advise Beg Order Recommended Urge + Indirect Object + Infinitive + Object
 We can form the passive of above formulated construction in two ways:
 (i) By making the main verb passive

Example:
 He urged the council to reduce the rates. (A.V)
 The council was urged to reduce the rates. (P.V)

(ii) By urge etc + that.....should + Passive infinitive.

Example:
 He urged the council to reduce the rates. (A.V)
 He urged that the rates should be reduced. (P.V)

Advice Propose/Recommended/Suggest + Gerund + Object

To form passive of the above-formulated construction, we use the same pattern that...should.

Example:

He recommended using glasses. (A.V)
 He recommended that glasses should be used. (P.V)

NOTE: -

Other gerund combinations are expressed in the passive by the passive gerund.

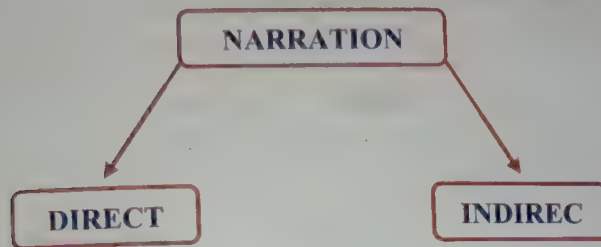
Example:

I remember them taking me to the zoo. (A.V)
 I remember being taken to the zoo. (P.V)

18 UNIT

DIRECT AND INDIRECT

DIRECT AND INDIRECT NARRATION

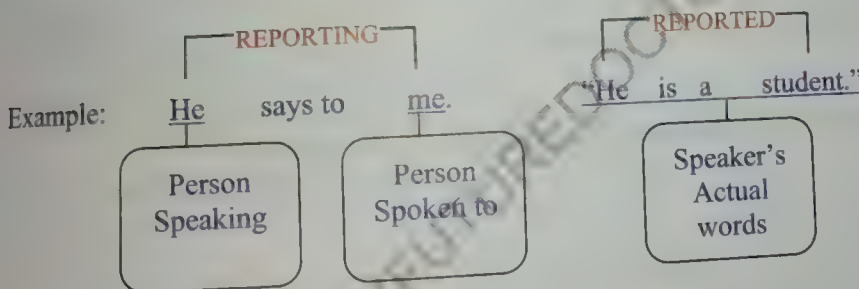


Indirect

The Indirect Narration gives the sense of speaker's speech in the writer's own words.

Direct

Example: He says that he is a student. (Indirect Narration)
The direct Narration is the expression of the speaker's actual words.



Reporting:

The part of sentence that tells us about the person speaking and the person spoken to. This part of sentence is without inverted commas.

Reported:

The part of sentence that tells us about the actual words of the speaker.
This part of sentence is within inverted commas.

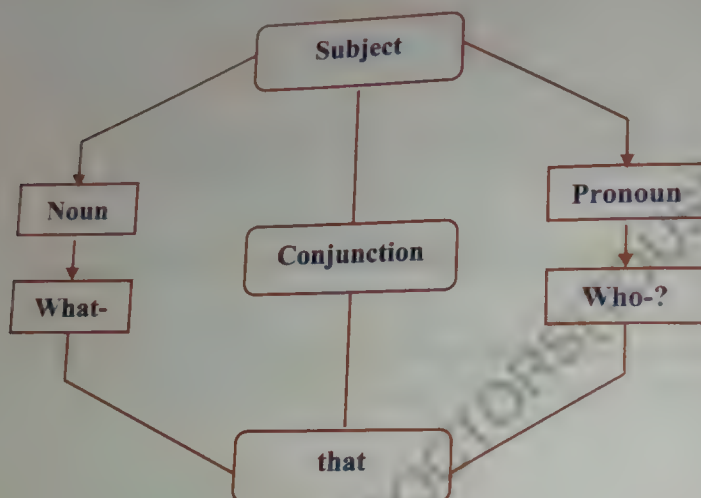
Rules for the change of narration

(1) Use of conjunction "that"

UNIT -18

Example:

1. The scientist says, "The ^Nearth revolves around the sun."
The scientist says that the ^Nearth revolves around the sun.
2. The scientist says, "^{P.N}It revolves around the sun."
The scientist says that it revolves around the sun.



Conclusion

We use conjunction "that" Indirect Narration if the reported speech begins with:

- 1) Some Noun
- 2) Some Pronoun
- 3) Some Subject
- 4) Universal Truth

(2) USE OF CONJUNCTION "to" and "not to"

Example:

- 1) The commander ^{V-I}says, "Fire."
The commander orders to fire.
- 2) The commander ^{V-I}says, "Don't fire."
The commander orders not to fire.
- 3) The teacher ^{V-I}says, "Always speak the truth."
The teacher advises to speak the truth always.

Direct
Indirect

Direct
Indirect

Direct
Indirect

UNIT -18

- 4) The teacher
The teacher
- 5) The woman
The woman

Conclusion:

- > We use con First form
- > We use con with "Don"

(3) USE OF C

Examples:

- 1) He sa
He a
- 2) He
He

Conclusion

We use c
Helping V
Do, Does,

(4) USE

Example

- 1) ?

- 2)

Concl

We d
word

UNIT -18

DIRECT AND INDIRECT

- | | | |
|----|---|----------|
| 4) | The teacher <u>says</u> , "Never tell a lie." | Direct |
| | The teacher <u>advises</u> not to tell a lie, | Indirect |
| 5) | The women <u>says</u> , "Please <u>help</u> her." | Direct |
| | The woman <u>requests</u> to help her. | Indirect |

Conclusion:

- We use conjunction in the Imperative Sentences i.e. the sentences beginning with the First form of verb, Always, Please, Kindly etc.
- We use conjunction not to in Imperative Negative sentences i.e. the sentences beginning with "Don't" or "Never" etc.

(3) USE OF CONJUNCTION "if / whether"

Examples:

- | | | |
|----|------------------------------------|----------|
| 1) | H.V S He says, "Will she come?" | Direct |
| | He asks if she will come. | Indirect |
| 2) | H.V S He says, "Will she come?" | Direct |
| | He asks whether she will come. | Indirect |

Conclusion:

We use conjunction if or whether in the Interrogative Sentences beginning with some Helping Verb or some Modal Verb such as.
Do, Does, Did, Shall, Will, Is, Am Are, was, were, Has, Have, Had, Can, May, Should, would etc.

(4) USE OF NO CONJUNCTION

Examples:

- | | | |
|----|---|----------|
| 1) | O.W She says, "Who opens the door?" | Direct |
| | She asks who who opens the door. | Indirect |
| 2) | H.V S She says, "What are they doing?" | Direct |
| | She asks what what they are doing. | Indirect |

Conclusion:

We do not use any conjunction in the Interrogative Sentences beginning with some question word such as: Who - whose - whom - which - where - when - why - what - how - etc.

DIRECT AND INDIRECT

UNIT -18

REVISION ON CHANGE WITH CONJUNCTIONS

- | | | |
|----|---|----------|
| 1. | He says to me, "He is a student." | Direct |
| | He tells me that he is a student. | Indirect |
| 2. | He says, "The sun rises in the east." | Direct |
| | He says that the sun rises in the east. | Indirect |
| 3. | He says to me, "Get out." | Direct |
| | He orders me to get out. | Indirect |
| 4. | He says to me, "Don't get out." | Direct |
| | He orders me not to get out. | Indirect |
| 5. | He says to me, "Who opens the door?" | Direct |
| | He asks me who opens the door. | Indirect |
| 6. | He says to me, "Will he go?" | Direct |
| | He asks me if/whether he will go. | Indirect |

Some Conclusion:

- If the Reported Speech beings with some subject (Noun or Pronoun), use Conjunction *that*. The same holds true for universal truths. See Sentence no. (1, 2)
- If the Reported Speech begins with V-I, Please, Always, use *to* (See Sentence 3)
- For the First form of verb, change *say* into *order*, for *please*, change *say* into *request* for always change *say* into *advise* etc.
- If the Reported speech beings with *Don't*, use *not to* (see sentence no. 4)
- If the Reported speech beings with some Question word, no Conjunction. (See 5)
- If the Reported speech beings with some H.V, use conjunction *if/whether*. (See 6)
- From Direct into Indirect Narration, Question Construction (H.V+S) is changed into simple (S+H.V) and question mark is changed into full stop. (See 6)
- In the Indirect Narration, we begin the first word of Reported Speech with writing letter. However, the 1st letter will remain capital if it's some proper noun.
- Say* is changed into *tell* if there is an object, otherwise it remains unchanged. (see 1,2)
- Say* is followed by *to* but *tell*, *ask*, *advise*, *order*, *request* etc. are not followed by *to*.

CHANGE OF PRONOUNS

| Subjective cases of pronouns | | Possessive Adjectives | Possessive Pronouns | Objective cases of pronouns |
|------------------------------|------|-----------------------|---------------------|-----------------------------|
| 1 st | I | My | Mine | Me |
| | We | Our | Ours | Us |
| 2 nd | You | Your | Yours | You |
| 3 rd | They | Their | Theirs | Them |
| | He | His | His | Him |
| | She | Her | Hers | Her |
| | It | Its | Its | It |

By the change of pronouns, I mean to say that the pronouns in the Reported speech are changed according to the pronouns of Reporting speech. However, the pronouns in the reporting speech are not changed.

UNIT -18

SON Formula

Reported Pronoun

Reporting Pronoun

Explanation: TH

to the subject of

Example:

S

1. They say,

They say t

2. They say

They tell

3. We say,

We say t

To sum up,

1st person

Speech.

2nd person

Speech.

3rd person

Note: If re

be changed

CHANGE

1. He sa

I -

He -

He to

2. He :

I -

He

He

S

3. He

I

He

He

S

4. H

I

H

H

UNIT -18

DIRECT AND INDIRECT

SON Formula

Reported Pronouns

Reporting Pronouns



Explanation: The first person pronouns (**I, we**) in the Reported speech are changed according to the subject of the Reporting speech.

Example:

- | | |
|--|----------|
| 1. They say, " We are students" | Direct |
| They say that they are students. | Indirect |
| 2. They say to me , "They come to you ." | Direct |
| They tell me that they come to me. | Indirect |
| 3. We say, " They are students." | Direct |
| We say that they are students. | Indirect |

To sum up,

1st person pronouns of Reported speech change according to the **subject** of Reporting Speech.

2nd person pronouns of Reported Speech change according to the **object** of Reporting Speech.

3rd person pronouns are not changed.

Note: If reported **subject** or **object** is 2nd person and reporting object is missing, they can be changed into 1st person or 3rd person.

CHANGE OF 1ST PERSON PRONOUN

- | | |
|--|----------|
| 1. He says to me, " I am a student." | Direct |
| I - my - mine - me | |
| He - his - his - him | Indirect |
| He tells me that he is a student. | |
| 2. He says to me, "They are my teachers." | Direct |
| I - my - mine - me | |
| He - his - his - him | Indirect |
| He tells me that they are his teachers. | |
| 3. He says to me, "The house is mine ." | Direct |
| I - my - mine - me | |
| He - his - his - him | Indirect |
| He tells me that the house is his . | |
| 4. He says to me, "They will come to me ." | Direct |
| I - my - mine - me | |
| He - his - his - him | Indirect |
| He tells me that they will come to him . | |

DIRECT AND INDIRECT

UNIT -18

CHANGE OF 2nd PERSON PRONOUNS

- | | | | | |
|----|---|--|------|----------|
| | O | | you | |
| 1. | | He says to me , "You are a student." | me | Direct |
| | | You your mine | you | |
| | | I my yours | me | Indirect |
| | | He tells me that I am a student. | | |
| | | | | Direct |
| | | | | Indirect |
| 2. | | He says to him , "He is your teacher." | him | Direct |
| | | You your his | you | |
| | | He his yours | him | Indirect |
| | | He tells him that he is his teacher. | | |
| | | | | Direct |
| | | | | Indirect |
| 3. | | He says to us , "The house is yours ." | us | Direct |
| | | You your ours | you | |
| | | We our theirs | us | Indirect |
| | | He tells us that the house is ours. | | |
| | | | | Direct |
| | | | | Indirect |
| 4. | | He says to them , "He will call you ." | them | Direct |
| | | You your theirs | you | |
| | | They their yours | them | Indirect |
| | | He says that he will call them. | | |

SOME CONCLUSIONS

- If there is no object in the Reporting speech, write your own objective case of pronoun (1st or 3rd third person) in bracket and then the 2nd person pronouns in the Reported speech will be changed according to your supposed object. (see sentence 8)
- If the Reporting subject is some plural noun like **people, boys, girls** etc., these words are replaced by **they**. (see sentence 5, 10)
- If the Reporting subject is some singular noun, like **Ali, Sanam**, etc., it is replaced by **He, She**, or it accordingly. (see sentence no. 2, 6)
- If the reporting subject is **Each, Every, Neither, None, some one, some body** etc., they are replaced by **He**.

RULES FOR THE CHANGE OF VERBS

APPLICATION:

If the repeating speech is in the past tense, we change the verb in the following way.

- | | | | | |
|----|-----|--------------------------------------|-----------------------------------|----------|
| | V-I | | V-II | |
| 1) | | They said , "They walk daily" | They said that they walked daily. | Direct |
| | | past | | Indirect |
| 2) | | He said , "He walks daily" | He said that he walked daily. | Direct |
| | | past | | Indirect |
| | | | | Direct |
| | | | | Indirect |

KETS - PREP BOOK

UNIT -18

- 3) He **said**, "He **said**"
past
He said that h

2. V - II is chan

- 1) He **said**,
past
He said tha

3. **Had + V -**

- 1) He **said**,
past
He said t

CONCLUS

4. **Do / Doe**

- 1) She **said**,
past
She sa

- 2) They

They

5. **Did +**

- 1) He s

He

6. **Had**

- 1) He

H

CON

7. **Is**

- 1)

KE

UNIT -18

DIRECT AND INDIRECT

3) He said, "He goes"
past V-II

Direct

He said that he went.

Indirect

2. V - II is changed into **had + V - III**

1) He said, "He walked"
past V-II

Direct

He said that he had walked.
V-III

Indirect

3. **Had + V - III** remains same

1) He said, "He had walked"
past V-III

Direct

He said that he had walked.

Indirect

CONCLUSION: V - I + s/es → V - II → had + V-III → X

4. **Do / Does** is changed into **Did**

1) She said, "She does not sing"
past

Direct

She said that she did not sing.

Indirect

2) They said, "They do not sing"
past

Direct

They said that they did not sing.

Indirect

5. **Did + V - I** is changed into **had + V - III**

1) He said, "He did not walk"
past

Direct

He said that he had not walked.

Indirect

6. **Had + V - III** is not changed.

1) He said, "He had not walked"
past

Direct

He said that he had not walked.

Indirect

CONCLUSION: Do / does → did → had + V - III → X

7. **Is / Am / Are** is change into **was / were**

1) He said, "He is ill"
past

Direct

He said that he was ill.

Indirect

UNIT -18

| | | |
|----|-----------------------------|----------|
| 2) | He said, "I am ill" | Direct |
| | past | |
| | He said that he was ill. | Indirect |
| | | |
| 3) | They said, "They are ill" | Direct |
| | past | |
| | He said that they were ill. | Indirect |

8 Was Were is changed into **had + been**

1) He said "He was ill" Direct
past ↓ Indirect
He said that he had been ill.

2) They said "They were ill" Direct
past ↓ Indirect
They said that they had been ill.

CONCLUSION: Is / Am / Are → was/were → had been → ✗

9. Has have \rightarrow had \rightarrow X

| | |
|---|----------|
| 1) He <u>said</u> , "He <u>has</u> walked" | Direct |
| He said that he <u>had</u> walked. | Indirect |
| 2) He <u>said</u> , "They <u>have</u> walked" | Direct |
| He said that they <u>had</u> walked. | Indirect |
| 3) He <u>said</u> , "They <u>had</u> walked" | Direct |
| He said that they <u>had</u> walked. | Indirect |

10. Shall / will is changed into Should / would

1) He said "I shall go"
past ↓
 He said that he should go. Direct

2) He said , "They will go"
past ↓
 He said that they would go. Indirect

UNIT -18
in chang

UNIT 11

11. Can in changed into

"He

1) He said , "He
He said that he

12. May in changed

1) He said, "He
He said that he

REVISION ON C

1. 1st form →

2. Do Does

3. Is/Am/Are

4. Has/Have

5. Shall Will

6 Can \rightarrow

7. May \rightarrow

7. May 1941

CHANGE OF

1

| |
|----|
| AS |
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KETS -

UNIT -18

DIRECT AND INDIRECT

11. Can is changed into could

1) He said, "He can go"

Direct

He said that he could go.

Indirect

12. May is changed into might

1) He said, "He may come"

Direct

He said that he might come.

Indirect

REVISION ON CHANGE OF VERB

1. 1st form → 2nd form → had + 3rd form → No Change
2. Do / Does → Did → had + 3rd form → No Change
3. Is/Am/Are → Was/Were → had + 3rd form → No Change
4. Has/Have → Had → No Change
5. Shall/Will → Should/Would → No Change
6. Can → Could → No Change
7. May → Might → No Change

CHANGE OF CERTAIN WORDS

Change into

| | |
|------------|---------|
| Ago | Before |
| Thus | So |
| Here | There |
| Please | Request |
| These | Those |
| Now | Then |
| Hither | Thither |
| Hence | Thence |
| What a! | A very |
| This/It | That |
| Would that | Wish |

Change into

| | |
|--------------------------|---------------------|
| The day before yesterday | Two days before |
| The day after tomorrow | In two day's time |
| How + Adjective | A very |
| Good morning/noon | Greet |
| To day/tonight | That day/that night |
| Last week | Previous week |
| Yesterday | The previous day |
| Sir/Madam | Respectfully |
| Tomorrow | The next day |
| Hurrah! | Exclaim with joy |
| Alas! | Exclaim with sorrow |

DIRECT AND INDIRECT

UNIT -18

EXAMPLES ON CHANGE OF VERBS AND CERTAIN WORDS

- | | |
|--|----------|
| 1. He said, "He never <u>ate</u> meat." | Direct |
| He said that he never <u>ate</u> meat. | Indirect |
| 2. He said, "He never <u>ate</u> meat." | Direct |
| He said that he <u>had</u> never <u>eaten</u> meat. | Indirect |
| 3. He said, "He <u>does</u> not eat meat." | Direct |
| He said that he <u>did</u> not eat meat. | Indirect |
| 4. He said, "He <u>did</u> not eat meat." | Direct |
| He said that he <u>had</u> not <u>eaten</u> meat. | Indirect |
| 5. He said, "I <u>have</u> eaten meat." | Direct |
| He said that he <u>had</u> <u>eaten</u> meat. | Indirect |
| 6. He said, "He <u>is</u> a vegetarian." | Direct |
| He said that he <u>was</u> a vegetarian. | Indirect |
| 7. He said, "He <u>was</u> a vegetarian." | Direct |
| He said that he <u>had been</u> a vegetarian. | Indirect |
| 8. He said, "He <u>will</u> eat meat." | Direct |
| He said that he <u>would</u> eat meat. | Indirect |
| 9. He said, "He <u>can</u> eat meat." | Direct |
| He said that he <u>could</u> eat meat. | Indirect |
| 10. He said, "He <u>may</u> eat meat." | Direct |
| He said that he <u>might</u> eat meat. | Indirect |
| 11. He said, "This <u>is</u> these boys." | Direct |
| He said (that) <u>that was those</u> boys.' | Indirect |
| 12. He said, "He <u>is here</u> now." | Direct |
| He said that he <u>was there then</u> . | Indirect |
| 13. They said, "Good morning, sir!" | Direct |
| They <u>greeted respectfully</u> . | Indirect |
| 14. They said, "What a fine day it is!" | Direct |
| They exclaimed with joy that it was <u>a very</u> fine day. | Indirect |
| 15. They said, "How beautiful she looks!" | Direct |
| They exclaimed with wonder that she looked <u>very</u> beautiful | Indirect |

REMOVAL OF CERTAIN EXPRESSIONS

Inverted Commas, Questions Marks, Exclamation Marks, Yes, No, Hello, Well Sir, Madam, Please, Would that, What a, How, Alright, Good morning, Good noon, Good day, Never, Don't etc are removed in the Indirect Narration. **Note:** - Good-bye and good night are not changed.

- | | |
|--|----------|
| 1. Andrew said, "Well, she may go" | Direct |
| Andrew said that she might go. | Indirect |
| 2. Marry said, "Good morning, Sir!" | Direct |
| Marry <u>greeted</u> respect fully. | Indirect |
| 3. The boy said, "Good-bye, Mr. Chips!" | Direct |
| The boy said <u>good-bye</u> to Mr. Chips. | Indirect |

UNIT -18

EXCEPTION TO

➤ Past simple / p

1) He said, "Whe
He said that w

2) She said, "W
She said that

➤ Unreal past

1) The girls sa
The girls sa

2) She said, "
She said th

3) The teach
The teach

4) Juliet sa
Juliet sa

THIS and
This used

He said, "
He said th

➤ Other

He said,
He said t

He said
He said

CHAN
A sent

Exam

i) H

H

ii) I

I

UNIT -18

EXCEPTION TO GENERAL RULES

► Past simple / past continuous tenses in time clauses don't change.

- 1) He said, "When I lived in Multan, I played games".
He said that when he lived in Multan he played games.

Direct
Indirect

- 2) She said, "When I was enjoying youth I watched movies".
She said that when she was enjoying youth she watched movies.

Direct
Indirect

► Unreal past tenses after, "wish, would rather/sooner and it is time" do not change

- 1) The girls said, "We wish we didn't have to take exams".
The girls said that they wished they didn't have to take exams.

Direct
Indirect

- 2) She said, "Ali wants to go alone, but I would rather he went with a friend".
She said that Ali wanted to go alone but she would rather he went with a friend.

Direct
Indirect

- 3) The teacher said, "It is time we went to work".
The teacher said that it was time that they went to work.

Direct
Indirect

- 4) Juliet said, "They had better stay at home".
Juliet said that they had better stay at home.

Direct
Indirect

THIS and THESE

This used in time expressions is usually changed into that

He said, "I am going **this** month"
He said that he was going **that** week.

Direct
Indirect

► Other wise, **this** and **that** as adjectives generally change to **the**

He said, "I have watched **this** movie"
He said that he had watched **the** movie

Direct
Indirect

He said, "I have revised **these** notes"
He said that he had revised **the** notes.

Direct
Indirect

CHANGE OF THE OPTATIVE SENTENCES

A sentence in which there is some wish or prayer etc. is called an Optative sentence.

Examples:

- i) He says, "May he pass!" Direct
He prays that he may pass. Indirect

- ii) He said, "May he pass!" Direct
He prayed that he might pass. Indirect

DIRECT AND INDIRECT

UNIT -18

SOME CONCLUSION:

1. The Optative sentences begin with May and end at sign (!)
2. If the Reporting Verb is in Present or Future, we follow the following Procedure:

| | | |
|----------------|---|-----------------|
| Say | → | Pray |
| Says | → | Prays |
| Shall will say | → | Shall/will Pray |
| Said | → | Prayed (for) |
| Continuation | → | "that" |
| May + Subject | → | Subject + may |
| Sign (!) | → | full stop. |

CHANGE OF THE EXCLAMATORY SENTENCES

- | | |
|--|----------|
| 1. He said, "Hurrah! I have won". | Direct |
| He exclaimed with joy that he had won. | Indirect |
| 2. He said, "Alas! I am undone". | Direct |
| He exclaimed with sorrow that he was undone. | Indirect |
| 3. They said, "How amazing it is!" | Direct |
| They exclaimed with wonder that it was very amazing. | Indirect |
| 4. She said, "What a nice shot it is!" | Direct |
| She exclaimed with delight that it was a very nice shot. | Indirect |
| 5. He said, "Bravo! He played well". | Direct |
| He applauded (praised) that he had played well. | Indirect |

- | | | |
|---------------------------------|---|------------------------|
| 1. said | ← | <u>Hurrah!</u> |
| Exclaimed with joy | | that |
| 2. said | ← | <u>Alas!</u> |
| Exclaimed with sorrow | | that |
| 3. said | ← | <u>How + adjective</u> |
| Exclaimed with wonder/fear | | that |
| 4. said | ← | <u>What a</u> |
| Exclaimed with wonder/fear that | | |
| 5. said | ← | <u>Bravo!</u> |
| Applauded (Praised) | | that |

SOME CONCLUSIONS

- i. Exclamations become statement in Indirect Narration and the exclamation mark is changed into **full stop**. (see sentence # 3, 4)
- ii. Exclamations are changed in the following way.

| | | |
|--------------------------|---|------------------------------------|
| Hurrah! | → | exclaim with joy |
| Alas! | → | exclaim with sorrow |
| How, what a | → | exclaim with delight/wonder/horror |
| Bravo! Marvelous!, Good! | → | applaud |

UNIT -18

Let us, Let him/th
Let us, let him, le
Narration. Consi

1. He said, "Let
- He suggested
2. He said, "Le
- He suggested
3. She said, "I
- She sugges
4. She said, "
- She sugges
5. She said, "
- She wishe
6. He said, "
- He asked

1. Let us/L
- said
- Suggeste

2. Let ther
- said
- Sugges

3. Let hin
- said
- Sugge

4. Let h
- said
- Sugg

5. Let
- said
- Sug

Note: -

SOME

1. Le
- is
2. S
3. L
- h
4. I
5. I

UNIT -18

DIRECT AND INDIRECT

Let us, Let him, them

Let us, let him, let them usually express a suggestion and are reported by suggest in Indirect Narration. Consider the following examples.

| | |
|--|----------|
| He said, "Let us start now" | Direct |
| He suggested that they/we should start then. | Indirect |
| He said, "Let us not quarrel". | Direct |
| He suggested that they/we should not quarrel | Indirect |
| She said, "Let him go." | Direct |
| She suggested that he should go | Indirect |
| She said, "Let him/her work" | Direct |
| She suggested that he/she should work. | Indirect |
| She said, "Let there be no ill will". | Direct |
| She wished that there should be no ill will. | Indirect |
| He said, "Let me go". | Direct |
| He asked to let him go. | Indirect |

| | | |
|--------------|------|----------------------|
| 1. Let us | → | Suggestion |
| Let's | ← | let us |
| said | | we should |
| Suggested | that | |
| 2. Let them | → | Suggestion |
| said | ← | let them |
| Suggested | that | they should |
| 3. Let him | → | Suggestion |
| said | ← | let him |
| Suggested | that | he should |
| 4. Let her | → | Suggestion |
| said | ← | let her |
| Suggested | that | she should |
| 5. Let there | → | Suggestion |
| said | ← | let there |
| Suggested | that | there should be |

Note: - We don't change the verb in "Let" sentences

SOME CONCLUSIONS

1. Let us/Let's usually expresses a suggestion. Its said is changed into suggested and Let's is changed into They should/we should. (see sentence # 1)
2. Similarly in Negative, Let's not is changed into they/we should not (see sentence 2)
3. Let them is changed into they should (as in sentence # 3) and Let him is changed into he should (as in sentence # 4)
4. Let there be is changed into there should be (as in sentence # 5)
5. Let me may give the meaning allow/permit (as in sentence # 6)

DIRECT AND INDIRECT

UNIT - 18

APPENDIX - 1

In **Direct Narration**, there is certain **Reported Speech** in which there are some exclamations only. These are reported as:

- | | |
|--------------------------------|----------|
| 1. He said, "Marvelous!" | Direct |
| He applauded. | Indirect |
| 2. He said, "Good!" | Direct |
| He appreciated. | Indirect |
| 3. He said, "Splendid!" | Direct |
| He expressed pleasure. | Indirect |
| 4. He said, "Thank you!" | Direct |
| He thanked me. | Indirect |
| 5. He said, "Good luck!" | Direct |
| He wished me good luck. | Indirect |
| 6. He said, "Congratulations!" | Direct |
| He congratulated me. | Indirect |
| 7. He said, "Liar!" | Direct |
| He called me a liar. | Indirect |
| 8. He said, "welcome!" | Direct |
| He welcomed me. | Indirect |
| 9. He said, "Ugh!" | Direct |
| He expressed disgust. | Indirect |
| 10. He said, "Sorry!" | Direct |
| He apologized. | Indirect |
| 11. He said, "No!" | Direct |
| He refused/denied. | Indirect |
| 12. He said, "Yes!" | Direct |
| He accepted/agreed. | Indirect |
| 13. He said, "Please!" | Direct |
| He requested. | Indirect |
| 14. He said, "Well!" | Direct |
| He encouraged. | Indirect |
| 15. He said, "Alas!" | Direct |
| He exclaimed with sorrow. | Indirect |
| 16. He said, "Hurrah!" | Direct |
| He exclaimed with joy. | Indirect |

APPENDIX - 2

The person addressed in the reported speech becomes the object of reporting speech in the **Indirect Narration**.

- | | |
|--|----------|
| 1. He said, "Students, be quiet!" | Direct |
| He ordered the students to be quiet! | Indirect |
| 2. The father said, "My sons, listen to my words carefully." | Direct |
| The father asked his sons to listen to his words carefully. | Indirect |

19 UNIT

Introduction:

The word **Comprehension** So, the word **comprehension** Now, the question answer is to **comprehend** presented it (style) **understanding**

Comprehension

- The **Comprehension**
- The **style**

THE APPEAL

In **comprehension** choice question are to choose

POSSIBLE

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- Identif

RANGE

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Science Human Social

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Hint: -

19 UNIT

READING COMPREHENSION

Objectives

After studying this unit, you should be able to:

- 1. Understand the main idea and the supporting details of a passage.
- 2. Identify the author's purpose and the tone of a passage.
- 3. Recognize the different types of questions asked in a reading comprehension test.
- 4. Apply the different strategies for answering reading comprehension questions.

After studying this unit, you should be able to:

- 1. Understand the main idea and the supporting details of a passage.
- 2. Identify the author's purpose and the tone of a passage.
- 3. Recognize the different types of questions asked in a reading comprehension test.
- 4. Apply the different strategies for answering reading comprehension questions.

THE APPROACHES TO THIS UNIT

The approach to this unit is to provide you with a clear understanding of the different types of questions asked in a reading comprehension test. This will help you to identify the author's purpose and the tone of a passage. You will also learn how to apply the different strategies for answering reading comprehension questions.

POSSIBLE VARIETY OF THE QUESTIONS

The main idea of a passage is the central thought or message that the author wants to convey. It is the main point of the passage. The supporting details are the facts, figures, and examples that are used to support the main idea.

- 1. The main idea of the passage.
- 2. The supporting details of the passage.
- 3. The author's purpose of the passage.
- 4. The tone of the passage.
- 5. The different types of questions asked in a reading comprehension test.
- 6. The different strategies for answering reading comprehension questions.

A READING EXERCISE

RANGE OF QUESTIONS

The following are the different types of questions asked in a reading comprehension test. You should be able to answer all of these questions.

- 1. Summary (Main idea, supporting details, author's purpose, tone, etc.)
- 2. Main idea (What is the main point of the passage?)
- 3. Supporting details (What facts, figures, and examples are used to support the main idea?)
- 4. Author's purpose (Why did the author write the passage?)
- 5. Tone (What is the author's attitude towards the subject?)

1. SKIMMING

Skimming means to read a passage quickly to get the main idea. It is a good way to get a quick overview of a passage.

Hint: This is usually the first step in reading a passage.

READING COMPREHENSION

UNIT -19

2. SCANNING

It means to get the exact details, facts and figures of the passage.

Question. - How should I go with reading?
Answer. - Reading involves the following steps:

1. Pre - Reading Activity

It means to do the things before you read the passage. This involves looking at the following things.

(a) Read the Questions first

2. While Reading Activity

(a) Go on underlining the lines in which you see the same words as you have seen while reading the questions.

(b) Underline all those lines in which you see words written in different writing styles such as **bold**, *italic* and "inverted commas" etc.

3. Post Reading Activity

This is here you transfer your answers from the question booklet to the answer sheet.

Remember

- Never stuck to any question. If you couldn't find answer to the question, skip to the next one. Do the left over question later on.
- While transferring the answer, you can make random guess or change your answer.
- First look at all the three passages and attempt the easy passage first.

Two Basic Problems Regarding Reading

- a) Time management
- b) Lexical problem (Vocabulary)

a) Time Management

- We can save time by approaching direct to the question. Read the question first and underline those lines, where you find the same words as that of questions.
- ⇒ Generally, the examiner follows sequence in every set of questions. This means that you may not read the whole passage again and again which you have already answered.
- ⇒ Underline the signal words such as synonym and Antonym signals

↓ ↓
and etc. but

b) Lexical Problems (Vocabulary)

Vocabulary means to guess the meaning of unknown words. And, this we can do with the help of Morphology.

UNIT -19
TIPS AND TECHNIQUE
Read the question first b
knowledge of the passag
the passage. It will also
material. Try to skim (t
for particular details
understanding but do
author really intends to
the most important po
These strategies wou

First read the quest
come across the sam
up with a question.
answering other q
answer mark it for

Try to familiariz
nature of such q
reading the pass

Following is th
these question

1. TITLE SE
Some passag
should not b
the sentence
one, which

MODEL

A middle
just begi
young a
somewh
match f
hair, th
man w
betwe

UNIT -19

READING COMPREHENSION

TIPS AND TECHNIQUES

Read the question first before you read the whole passage. This will give you the background knowledge of the passage, make familiar with the important points and probable vocabulary of the passage. It will also point out the areas to be focused upon leaving behind all the irrelevant material. Try to skim (to get an over all view) through the whole passage and then scan (to read for particular details) to look for more specific details. Read the passage quickly with understanding but do not panic. Try to analyze what the whole passage is about and what the author really intends to convey. While reading mark the lines where you think the passage carries the most important points. Also, underline the words or phrases written in different writing style. These strategies would definitely help you find the answers in less time.

First read the question and while reading the passage, underline the passage from where you come across the same words as you saw while reading questions. When you find yourself stuck up with a question, do not waste your time on it and go ahead for the next questions. Sometimes, answering other questions guide you about the earlier questions. But if you still do not find the answer mark it for doing in the end more calmly having enough time to think.

Try to familiarize yourself with the types of critical reading questions. Once you known the nature of such questions you will be able to find the answers more quickly even when you are reading the passage. The examples of some commonly asked questions are as follows:

Following is the description of different possible kinds of question and approaches to deal with these questions.

1. TITLE SELECTION

Some passages ask for selecting a title that best suits the passage. Remember that the chosen title should not be very narrowly or broadly selected. Generally, title is in the form of word and not the sentence. Try to avoid choosing those titles that describe only one or two paragraphs but the one, which is applicable to the whole passage and portrays it best.

MODEL PARAGRAPH

A middle aged bachelor, who could be called neither young nor old, and whose hair was only just beginning to turn gray, fell in love with two women and married them both. The one was young and blooming and wished her husband to appear as youthful as herself; the other was somewhat more advanced in age and was anxious that her husband should appear a more suitable match for her so, while the young one seized every opportunity of pulling out the good man gray hair, the old one was industrious in plucking out every black hair she could find. For a while, the man was highly pleased with their attention and devotion. But he found one morning that between the one and the other had had not a hair left.

The title of the passage is A Middle Aged Bachelor

READING COMPREHENSION

UNIT -19

2. CENTRAL IDEA

Usually questions are asked to explain the central ideas or main theme of the whole passage. Sometimes, the opening and closing lines can give you a hint, but you have to skim through it. Sometimes, the opening and closing lines can give you a hint, but you have to skim through it. Sometimes, the opening and closing lines can give you a hint, but you have to skim through it.

MODEL PARAGRAPH

Childhood is the best part of life. They took back at their childhood and remember all its happy days the tolly game, as long rambles father and mother and little sister and brothers, the old homes, the sweets and cakes they used to eat, the children's parties, the jokes they used to play, and the presents they got. When they were children, they had not to work hard to get something to eat, then mothers gave them all they wanted. They would to them was a very beautiful place, and they did not know that men could be cruel and hard. They believed all that was told them, and they did not know how false and dishonest people could be, so they sometimes sigh and wish they could be children again.

The Central Idea of the passage is **Childhood is the Best part of life**

3. SCANNING FOR DETAILS

Sometimes, for analyzing your scanning abilities you are asked to answer some specific details about the passage. Such questions are mostly about **when, where, which** and **who**. You can get the answers of this kind of questions from the area of passage, which you marked while the first reading, where you think the most important and informational remarks of the author lie.

MODEL PARAGRAPH

To prepare for a career in engineering, a student must begin planning in high school. Mathematics and science should form the core curriculum. For example, in a school where sixteen credit hours are required for high school graduation, four should be in mathematics, one each in chemistry, biology or physics. The remaining credits should include four in English and at least three in the humanities and social sciences.

The average entering freshman in engineering should have achieved at least a 2.5 grade point average on a 4.0 scale in his or her high school. Although deficiencies can be corrected during the first year, the students who need additional work should expect to spend five instead of four years to complete a degree.

1. What is the average grade point for an entering freshman in engineering? (2.5)
2. When should a student begin planning for a career in engineering? (In high school)
3. How can a student correct deficiencies in preparation? (By spending five years)
4. How many credits should a student have in English? (Four)
5. How many credits are required for a high school diploma? (Sixteen)

4. MAKING INFERENCE

Most of the questions ask you to infer from the passages, making your opinion about what is said in the paragraph, indirect and making your own point of view. These questions try to assess your judgment must be clear in your mind about what the author is inferring (saying in directly) and then make your own opinion according to your understanding and comprehension. Read and think about all the choices and analyze each of it logically according to your comprehension.

UNIT -19

Model Paragraph
When an acid is dissolved in water, it forms an acid ion. An ion is an atom or molecule that has a positive or negative charge. A strong acid ionizes to form a strong acid ion. It is interesting to see how an acid and carbonic acid are produced.

1. What kind of acid is a strong acid ionizes?
2. What kind of acid is a weak acid does not ionize?

Conclusion: Sulfuric acid
Conclusion: Boric acid

5. MEANING IN CONTEXT
Some selected words are used in the passage to check your ability to make an inference from the dictionary portrayal.

MODEL PARAGRAPH

This is an extraordinary tale. Edgar Allan Poe's very powerful religious belief is extremely cruel.

1. What does the author mean by 'extraordinary'?

MODEL PARAGRAPH

I could not find the part of the well though about the Inquisition.

Q. In what way is the author's answer?

AUTHOR'S INTENT

Some questions are asked to check your understanding of the author's intent. The author's intent is the purpose of the passage. The author's intent is the purpose of the passage. The author's intent is the purpose of the passage.

READING COMPREHENSION

UNIT -19

Model Paragraph

When an acid is dissolved in water, the acid molecule divides into two parts, a hydrogen ion and another ion. An ion is an atom or a group of atoms, which has an electrical charge. The charge can be either positive or negative. If hydrochloric acid is mixed with water, for example, it divides into hydrogen ions and chlorine ions.

A strong acid ionizes to a great extent, but a weak acid does not ionize so much. The strength of an acid, therefore, depends on how much it ionizes, not on how many hydrogen ions are produced. It is interesting that nitric acid and sulfuric acid become greatly ionized whereas boric acid and carbonic acid do not.

1. What kind of acid is sulfuric acid?

A strong acid ionizes to a great extent and sulfuric acid becomes greatly ionized.

Conclusion: Sulfuric Acid is a strong acid?

2. What kind of acid is boric acid?

A weak acid does not ionize so much and boric acid does not ionize greatly

Conclusion: Boric acid is a weak acid

5. MEANING IN CONTEXT

Some selected words from the passage are pointed out to explain them with reference to the context to check your reading comprehension. Sometimes the word that describes something in a dictionary portrays in the other ways when appears in the context. The test-drive to judge your ability to make and get the right sense of the word in the context.

MODEL PARAGRAPH (1)

This is an extract for "the pit and the pendulum", a short story written by that master of horror tales. Edgar Allan Poe. It is the story of the Spanish inquisition, a religious court of law, once very powerful in Spain. The Spanish inquisition's work was to find and punish people whose religious belief and practices did not agree with those of the church their punishment were often extremely cruel and severe

1. What does the words inquisition mean? (A religious court of law)

MODEL PARAGRAPH (2)

I could not longer doubt the death that had been prepared for me by the "human devils" of the Inquisition. I had avoided the pit by a mere accident as I knew that surprise was an important part of the cruelty of these prison deaths as I had failed to fall, I was not simply to be thrown in to the well a different and a milder destruction was made ready for me. Milder I trembled as I thought about the word

Q. In what sense does the writer use the word **Milder** in line 4?

Ans. He uses the word to suggest that the punishment was actually more severe

AUTHOR'S APPROACH

Some question ask you to explain the mood in which the author is writing whether it is ironical, sarcastic, humorous, witty, sad, etc. when you are asked such questions you can look for certain expressions, words, phrases or exclamations, which describe the tone, mood or style of the author, The feeling of the writer are mostly exhibited through choice of words. So, while answering such questions read the passage carefully observing particularly the use of words.

UNIT -19

READING COMPREHENSION

MODEL PARAGRAPH:

The boy always used to come late and when one day he came late the teacher called him an LATELY bird.

The writers' approach is ironical.

LOCATING LINE REFERENCE

In this kind of questions, you may be asked what is the particular word referring to.

Model Paragraph

In great fear I saw that the lower end of the pendulum was formed of the blade of shining steel, shaped like the new moon, and about a foot in length from point to point. The ends of the blade turned upward; and the lower edge looked as sharp as a razor. Like a razor also, it seemed heavy and solid above. It was fixed to a thick rod of brass and the whole whirled as it swung in air.

Questions: - In line 5 the whole refers to?

Answer The pendulum

COMBINATION OF DIFFERENT STATEMENTS

In this kind of questions, you have to find out the answer about the given statement by one or combination of more than one statements.

Model Paragraph

For the year consumer and business sentiment benefited from rising public expectation that a resolution of the conflict in Vietnam was in prospect and that east west tension were easing.

Question: During the year in question, public confidence in the economy resulted in part from which of the following occurrences

- I. Possible peace in Vietnam II. Reduction in East-West tension III. An intent with china
(a) I only (b) III only (c) I, II only (d) II and III only (e) I, II, and III

IDENTIFYING EXCEPTIONS

In this kind of questions, you may be asked to point out the fact that has not been mentioned.

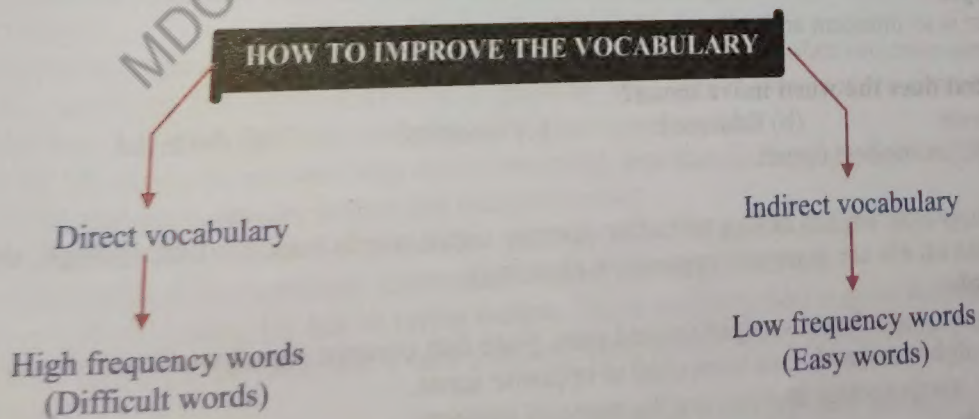
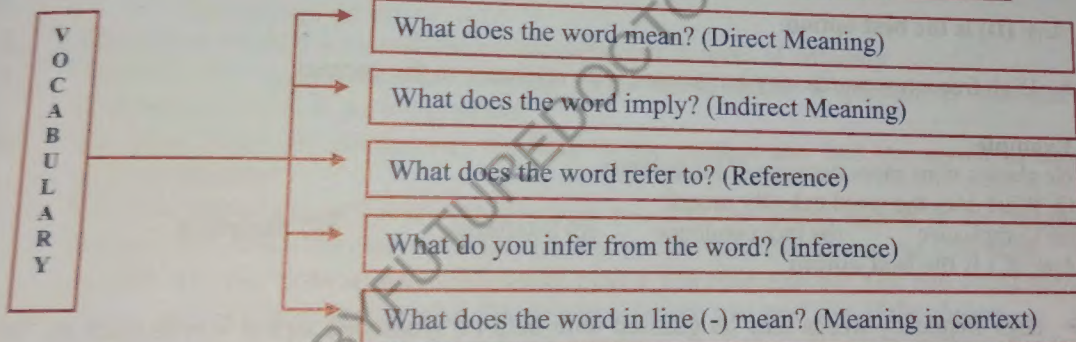
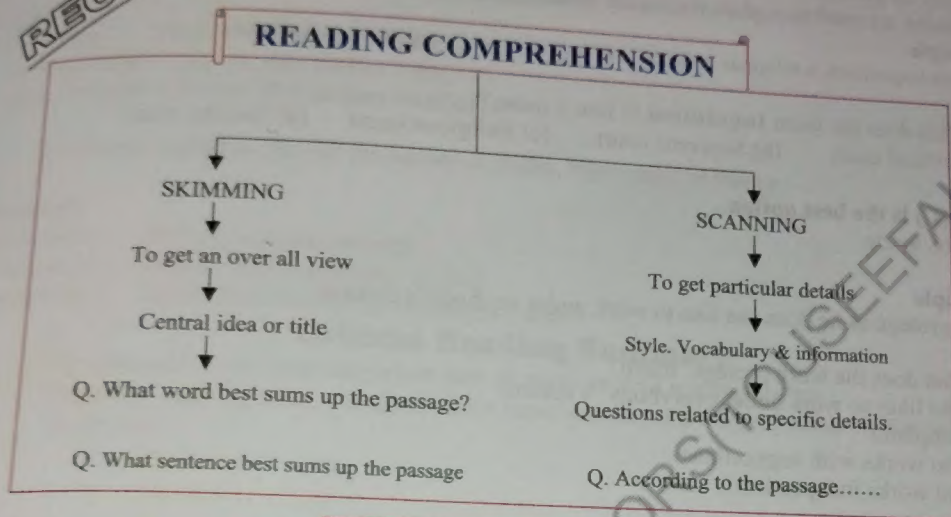
Model Paragraph

Using the earthquake monitoring facilities of the agency together with the world seismological data center, to locate submarine earthquake as soon as they might occur. With this information they could tell them how severe a submarine earthquake was and could set up a tracking chart, with the center over the areas of the earthquake which would show by concentric time belts the rate of travel of the resulting wave. This system would indicate when and where, along the shores the shores of the Pacific the swells caused by the submarine earthquakes would strike.

QUESTION: The U.S coast and Geodetic survey set up can do all of the following EXCEPT.

- (a) locate submarine earthquake
- (b) determine the severity of the submarine earthquakes
- (b) tell the time of earthquake
- (d) prevent submarine earthquake
- (e) setup a tracking chart

RECAP



UNIT -19

READING COMPREHENSION

- High frequency words or certain difficult terms (ending at ology, ist, ism, phobia, mania etc) may be guessed with the help of punctuation marks "comma and dash". Both the punctuation marks are used to explain the words written before them.

Example

Spanish Inquisition, a religious court of law, was once was very powerful in Spain.

Q. What does the word **Inquisition** in line 1 mean?

- (a) Political court (b) Supreme court (c) Religious court (d) Secular court

Ans: (C) is the best option.

as: like, as etc.

Example

He is protégé as he does not like to work under anybody's control

Q. What does the word 'protégé' mean?

- (a) Who likes to work under everybody's control
(b) Complaint
(c) Who works with suggestions
(d) who works independently

Ans: (D) is the best option.

- High frequency words may be guessed with reference to the context.

Example:

He always wins races because of his **celerity**.

Q. What does the word **celerity** mean?

- (a) Compliance (b) Independence (c) Swiftiness (d) Slowness

Ans: (C) is the best option.

- High frequency words may be guessed with help of synonyms signal words such as "and". The words used after and before "and" are generally of the same meanings.

Example

Shoran is so innocent and naïve that he can be deceived by anybody.

Q. What does the word **naïve** mean?

- (a) Clever (b) Educated (c) innocent (d) deceived

Ans: (C) is the best option.

- The words written before and after contrast signal words such as: **but, though, despite, in spite of, etc** are generally opposite in meanings.

Example

He is not a rude **but** a straightforward man. Note that contrast signal word **but** shows that **rude** and **straight forward** have been used in opposite sense.

- The words ending at ology are the name of subjects.

Example

Geology = The study of earth, / Morphology – study of words formation

READING COMPREHENSION

UNIT -19

Archaeology = the study of ruins.

Meteorology = the study of weather

➤ The words ending at **ist** are the name of people who study some subject.

Example

Geologist = Person who studies earth.

Archaeologist = person who studies ruins.

Meteorologist = Person who studies weather.

➤ The words ending at **ism** are the names of faiths, Movement or theory

Example

Patriotism = faith or love for country

Pantheism = Theory that everything is God.

Optimism = Faith that everything will happen well.

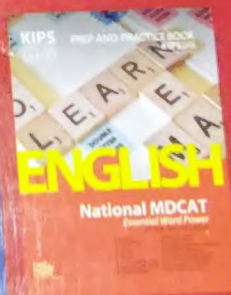
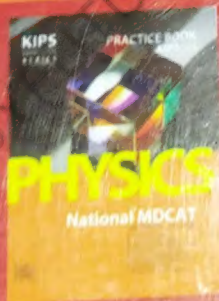
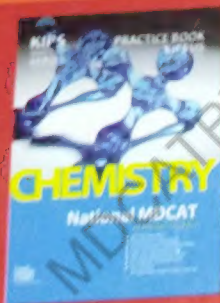
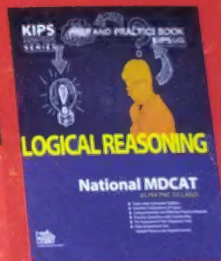
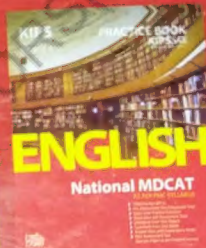
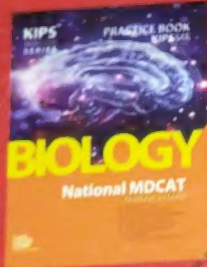
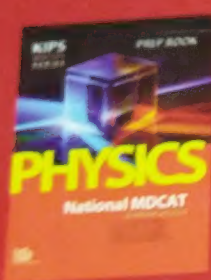
Critical Reading Summary

1. The passage is the least important part of every critical reading group.
2. Begin by reading what you need. Do a topic search (or a trigger search on Narratives) to determine:
 - The author's point,
 - The author's tone
 - The passage layout.
3. On critical reading the questions are not presented in order of difficulty.
4. Translate the questions into "English" You can't answer a question if you don't understand what you are being asked.
5. Put your finger on the answer. Go back to the passage and find the answer to each specific question.
6. Use line references and lead words to help you find the correct answer in the passage. Always read five lines above and five lines below the line reference or the lead word.
7. Answer the questions in your own words before you read options. You will avoid stupid answer choices by knowing what the answer is before you read any of the choices.
8. Use POE to get rid of choices that don't match yours. Cross out incorrect choices as you go. You should have a definite sense of zeroing in on the correct answer. If you don't cross out incorrect choices, you'll waste time and energy on rereading wrong answer choices.
9. Eliminate answer choices that have extreme wording (must) or violate common sense.
10. Be careful on EXCEPT/LEAST/NOT question. The correct answer is the choice that is not true. Use the True/False technique. Do these questions last.
11. I, II, III questions are also very time-consuming and should therefore be saved for last. Still eliminating choices is easy and straightforward.
12. To read what you need for a narrative passage, do a Trigger Search. Circle the trigger words and look for important information around the trigger words.
13. Save critical reading for last in verbal section. These problems take a great deal of time to answer correctly but they don't earn you any more points than other questions in verbal section.
14. It's okay to run out of time on critical reading. Most people do. If you are working at the proper pace, the questions you don't have time to tackle are question you would have missed anyway.

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